DOCUMENT RESUME

ED 186 830 CG 014 427

AUTHOR Everts, Jeanne, Ed.
TITLE School Social Work Journal. Illinois Association of School Social Workers. Volume 3, Number 2, Spring 1979.
INSTITUTION Illinois Association of School Social Workers, Northlake.
PUB DATE 79
NOTE 72p.
AVAILABLE FROM School Social Work Journal, Box 2072, Northlake, IL 60164 ($6.00 per year)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Adolescents; *Attendance; Black Youth; Elementary Secondary Education; *Group Dynamics; *Interpersonal Competence; Models; Periodicals; Physical Disabilities; *School Social Workers; *Self Concept
IDENTIFIERS *School Age Parents

ABSTRACT

This journal for school social work practitioners attempts to provide new perspectives on practice issues, to share innovative approaches to problem solving, and to present new and applicable methods of intervention. This issue includes articles on: (1) an in-school program for adolescent parents; (2) group process and black adolescent identity crisis; (3) self-concept confusion in the physically different child; and (4) inservice programs for children to increase their awareness of hearing impairment. Additional articles focus on an evaluation model for school social work programs, comparisons of attending and non-attending junior high school students, and a social awareness group for girls to improve their self-concept. The journal also features book and film reviews relevant to school social work. (NRB)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED186830

# SCHOOL SOCIAL WORK JOURNAL

ILLINOIS ASSOCIATION OF SCHOOL SOCIAL WORKERS

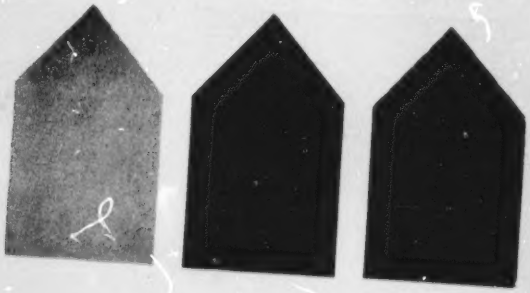
U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. Fischer

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."



CG 014427

2

VOL. III NO. II
SPRING 1979

# SCHOOL SOCIAL WORK JOURNAL

ILLINOIS ASSOCIATION OF SCHOOL SOCIAL WORKERS

VOL. III NO. II



## ADVISORY BOARD

H. Frank Brull
School Social Work Supervisor
Private Practicner
Northfield

Ken Reid
School Social Worker
Schlumberg

Lela Costin
University of Illinois
Urbana

Mary Quinn
Board of Education
Rockford

Eldon Montgomery
George Williams College
Downers Grove

Janet Sullivan
School Social Worker
Chicago

## JOURNAL STAFF

Jeanne Everts, Editor
Dr. J. M. Davis, Editorial Consultant
Randy Fisher, Circulation
Diane Sullivan, Circulation
Nancy F. Chavkin, Book Reviews
Ben Wheatley, Film Reviews



The School Social Work Journal is published Fall and Spring by the Illinois Association of School Social Workers. The subscription rate is $6.00 per year. Address correspondence to SCHOOL SOCIAL WORK JOURNAL, Box #2072, Northlake, Illinois 60164



Articles and advertisements included in the journal do not constitute endorsement by the Illinois Association of School Social Workers.

©Date of Issue, Spring 1979
Illinois Association of School Social Workers



International Standard Serial Number 0161-5653

# CONTENTS

EDITORIAL ..... 64

AN IN-SCHCOL PROGRAM FOR ADOLESCENT PARENTS:
IMPLICATION FOR SOCIAL WORK PRACTICE
AND MULTI-DISCIPLINARY TEAMING ..... 66
Paula Meares

GROUP PROCESS AND BLACK ADOLESCENT
IDENTITY CRISIS ..... 78
Martha J. Markward

SELF-CONCEPT CONFUSION IN THE PHYSICALLY
DIFFERENT CHILD ..... 85
Elizabeth M. Timberlake

NEEDED: IN-SERVICE FOR CHILDREN ..... 93
Naomi Hodgman
Patty Vogel

THRESHINGS:

Social Work In The Schools: An Evaluation Model ..... 95
Michael McGarrity
Elizabeth LaKind

A Comparison of Attending and Non-Attending
Junior High School Students ..... 103
Jeffrey Shelton

Social Awareness Group for Girls with Poor Self-Concept ..... 110
Nancy Calhoun

REVIEWS:

Books

A PROFESSIONAL'S GUIDE TO WORKING WITH
THE LEARNING DISABLED CHILD,
by Selma G. Sapir and Bernice Wilson ..... 116

THE TASK-CENTERED SYSTEM, by William J. Reid ..... 118

CONSULTATION IN SOCIAL WORK, by Alfred Kadushin ..... 120

BOOK NOTES ..... 122

FILMS ..... 124

JOTTINGS ..... 127

# EDITORIAL

Will This Journal Survive?

A reader writes of a professor who said . . . "the best books were the ones that had crumbs in them because that was a sign they were being read at any opportunity" (see "Jottings" this issue). Journals may serve several functions. One function may be to establish and develop a theoretical base for a profession, or it may be simply to increase communication between professionals or it may promote research. While all of these functions are admirable still they must all balance on the fulcrum of the audience to whom they are directed. In the case of the SCHOOL SOCIAL WORK JOURNAL, this audience is the school social work practitioner. Consequently, this journal directing its approach to this audience, attempts to provide new perspectives on practice issues, to share innovative approaches to problem solving and to present new and applicable methods of intervention. While not excluding articles of theory and research, the primary publishing focus has been to examine and contribute to school social work as a working process. Obviously then, the chief criteria for publication is utility. An article containing a great deal of theory must also be leavened by practice. Independent and anonymous review of manuscripts by three Journal Advisory Board members insures a non-biased selection of articles demonstrating utility, readability and breadth of modality.

Three years following the inception of this journal finds two additional journals entering the school social work arena. Potential problems of overlap, limited materials and competition arise. Donald Brieland, editor-in-chief of SOCIAL WORK says the following about journals within the school social work specialty in his editorial in the March 1979 issue:

> Some special fields may actually already be 'over-covered.' Consider school social work, with three refereed journals, including one published by the Illinois State Association of School Social Workers and circulated nationally, one by Haworth Press, (SOCIAL WORK EDUCATION QUARTERLY) and one by NASW. (SOCIAL WORK IN EDUCATION) There are seven thousand school social workers. The number is expected to grow gradually because of legislation providing for education for all handicapped children. Requirements and roles of these practitioners differ somewhat from state to state. The strongest commitments of school social workers are to their own state association, which work in harmony with the various depart-

ments of education. With the fragmentation that exists in school social work organization, the creation of three new journals may mean that none of them survives.

It would indeed be tragic if none of these journals survived. It would be even more tragic for the school social work practitioner if what survived would be lost to the world of academics, to professors pressured to publish, to endless systems of research designs and to theories untempered by practice. The solution lies with the 7,000 school social workers. If practitioners write and contribute, a journal such as this one, with demonstrated utility will not only survive, but be indispensable. No one better knows than the school social worker the questions that need to be asked and the answers to these questions abound in the field. The question which remains is what kind of a journal do you, the practitioner want?

Jeanne Everts

# AN IN-SCHOOL PROGRAM FOR ADOLESCENT PARENTS: IMPLICATION FOR SOCIAL WORK PRACTICE AND MULTI-DISCIPLINARY TEAMING

Paula Meares

The increasing incidence of pregnancy among teenage girls is an alarming phenomenon of our times.

> Until recently its occurence was not particularly frequent in the U.S., but rapidly changing attitudes, coupled with the so called "sex revolution" has changed this. No cultural, racial, or socio-economic group has managed to prevent pregnancy among its adolescent women.[1]

During the past ten years the birth rate among teenagers has steadily increased. More than one million teenagers become pregnant each year. Illegitimate births to girls under 20 years swelled from about 48,000 in 1940 to an estimated 239,000 in 1971.[2] The most recent survey (Howard, 1978) estimates that almost one out of ten girls will give birth before she reaches the age of 18. Eighty-five percent of the girls will keep their babies and almost half of them will be unmarried when they give birth. Other findings suggest that young people are beginning sexual activity at even earlier and earlier ages. While factors related to the increase incidence are merely speculative and findings are often conflicting, a critical strategic institution in ameliorating this phenomena is the public school. It is imperative that school districts across the country provide these young parents with the appropriate education required to maintain themselves in the mainstream of society and to coordinate these educational efforts with appropriate community social service agencies. The special needs of various groups of children within the public school are currently being addressed on the national level, i.e. PL 94-142 (The Handicapped Childrens Act) which includes: due process procedures, non-discriminatory policies, and the right of all children to receive an appropriate education in the least restrictive environment. These procedures are far-reaching and can appropriately be applied to teenage parents who are excluded.

Needed at the core of this program is an innovative school program for serving pregnant adolescents and the use of multi-disciplinary teaming as an effective mechanism in providing services within the context of the public school. The social work role within the team will be delineated because it is rather unique as it blends some

of the traditional tasks and roles with the more recent conceptualizations of role definition identified in the literature (Costin, 1975; Meares, 1977). For example, the role of a social worker in this program would include: providing casework services to pregnant teenagers and follow-up services, coordination of the team, curriculum development, and policy formulation — how the program fits into the mainstream of the educational system and program monitoring. The roles within the team are interchangeable and shared when appropriate. However, in assigning tasks, consideration is given to the team member's level of expertise and knowledge as it relates to goal attainment.

Traditionally the literature in social work has focused on the importance of teaming and its contribution in rendering effective social services in a variety of settings (Brieland, 1973; Barker & Briggs, 1969). However, the process of developing the "teaming concept," the sharing of professional tasks, is frequently a difficult undertaking. Such factors as: 1) a professional seeking enhancement of his/her professional status; 2) the wish for indispensability leading to increase in professional territoriality; and 3) role specialization to an extreme degree, thus depriving the clients consistent, integrated treatment, operate to hinder the process.[3] There is a considerable lack of scientific information on the dynamics of the process and the facilitative components. It has been stated that "the success of the multi-disciplinary team is dependent on a decreased emphasis on discipline and role, and increased emphasis on orienting themselves to the school and the primary program tasks and goals."[4]

To formulate an effective program it is necessary to examine demographic information, research findings and significant dynamics on a particular target population, some of which substantiates the curriculum of the in-school program and the roles of the various team members. The following is an example of the characteristics of a comprehensive program for serving teenage parents which is also supportive of the in-school program. These specifics can be applied to existing programs in evaluating their comprehensiveness.

## DEMOGRAPHIC AND RESEARCH FINDINGS

Research evidence and descriptive literature provide a variety of explanations as to the increasing incidence of teenage pregnancies. The following statements attempt to highlight some major thinking in the area.

(1) "Women who begin child bearing early in their reproductive careers — especially if they give birth as teenagers — subsequently have children more rapidly, have more children and have more unwanted and out-of-wedlock births than women who postpone childbearing . . . Also, it has been found that there is a direct linear relationship between age of first birth and amount of education. Adolescent childbearers, especially teenage mothers, had much lower educational attainment than their classmates."[5]

(2) Recent evidence suggests that those who become parents very young are more likely than others to abuse or neglect their

children — data suggests that the strains of early childbearing are intense. "Some data are available on the effects of early parenthood in the later development, as related to parental age at birth, found that childhood mortality at ages 1-4 to be 41 percent above average among children born to adolescent mothers, with a rapid decline as the age of the mother increased. Accidents are an important cause of childhood deaths, and the implication is that teenagers may be too immature to act as responsible parents."[6] "Other studies suggest that children born to adolescent teenagers are more likely to perform poorly on intelligence tests. Also, school failure and behavior problems are prevalent among this population."[7]

(3) Young parents are over represented in suicide data. Nine percent of teenage mothers attempt suicide — seven times the national average for teenage girls without children.[8]

(4) Historically both psychological and sociological interpretations have been stressed in explaining the basis of out-of-wedlock pregnancies. In the past a number of articles have attributed unwed motherhood to a variety of unconscious psychological needs. Khlentzos and Pagliaro (1965) Heiman and Levitt (1960), have emphasized the Freudian view that premarital pregnancy is an attempt to compensate for an object loss. Some suggest a character disorder in the acting out of incestuous fantasies as a causal factor (Kasanin & Handchin, 1941). Others maintain that it is a lack or a breakdown in the value system. The sociological perspective maintains — that poverty, lack of education, or the equivalent of lower class factors (Lowrie, 1965) are highly related to the phenomenon. Recently, studies have advanced a more balanced interpretation of the cause of illegitmacy, it stresses that on the whole the unwed mother does not differ significantly from her single non-parent counterpart (Gottschalk, 1964; Pope, 1967; and Vincent, 1961).

(5) "There is an inverse relationship between the quality of prenatal care and the incidence of complications before and after delivery."[9] It is this group which experiences a number of obstetrical and medical problems. They range from "premature labor, low birth weight, increased neonatal mortality, anemia, toxemia, prolonged labor."[10] Howard (1978) confirms these findings.

(6) There is also a "possible relationship between dropout rates and provisions of in-school programs for pregnant students... generally the lower the dropout rate, the greater the provision of in-school programs for these students."[11] "The younger the pregnant teenager, the more likely she will drop out of school. Among teenage mothers under the age of 15, four in ten never complete eighth grade. Many girls who continue in school during pregnancy drop out after delivery because of problems in arranging regular and adequate child care."[12] The Commissioner of the United States Office of Education in 1972 stated: "Every girl in the United States has a right to and need for the education that

will help her prepare herself for a career, for family life, and for citizenship. To be married or pregnant is not sufficient cause to deprive her of an education and the opportunity to become a contributing member of society."[13] Title IX of the Education Amendments of 1972 (effective July 12, 1975) prohibits schools which receive federal funds from excluding any student on the basis of pregnancy or a pregnancy-related condition. Even so, the extent to which young women stay in school during pregnancy or are able to return after a birth varies widely.

(7) Role-confusion is also another dynamic component in the problem configuration and description of this group. "Girls who become pregnant in their teens experience simultaneously two major developmental crises: they have not yet fulfilled their female adolescent maturational functions and imposed on this is the crisis of pregnancy. Some girls also marry prior to or after the pregnancy occurs, adding a third crisis . . . and they are often still students attempting to reach educational goals and are in the process of making vocational choices and establishing life goals."[14] The multitude of roles and psychological demands placed upon these teenage parents at a critical phase of their own development must be addressed when planning in-school community based programs in providing direct services.

## THE IN-SCHOOL PROGRAM

Organizing a comprehensive program for teenage parents should contain the following characteristics: be consumer oriented, preventive, comprehensive, accessible, and coordinated. An explanation of each component is provided as follows: "1) A consumer oriented system is a program based upon a thorough knowledge of the needs of the target population to be served . . .; 2) A preventive system is one that anticipates most of the problems encountered by the group . . . Three levels of preventive services should be considered: a) primary refers to services designed to prevent the occurence; b) secondary refers to services designed to facilitate the most optimal course of action to deal with confirmed pregnancies; and c) tertiary preventive services are designed to reduce the extent of impact of social, medical, legal and educational problems associated with parenthood; 3) A comprehensive system is one that includes the full range of services needed by the (target population) parent; 4) An accessible system is one that has minimal constraints, i.e. conveniently located and; 5) A coordinated system is one that has formal linkages established among service providers."[15] It has been claimed that young women who have received comprehensive service programs have healthier pregnancies and babies, lower repeat pregnancy rates, higher educational attainment, less welfare dependency and a stronger concept of the responsibilities of parenthood (Cox, 1978). The in-school program presented contains a coordinated comprehensive effort among an interdisciplinary team within the context of the school and meets the criteria previously identified. It is accessible because the program exists within the school building with local service agencies providing the community based services. Thus, opportunities to identify, serve

and provide follow-up services exist on two levels: school and community. A brief description of the program, its goals, objectives and content will confirm the fact that the program was developed, and based upon needs of this consumer group, addresses recent research findings, and is comprehensive in content. Most importantly the focus is on prevention and includes the three levels discussed previously.

The class is called the Home and Family Education.[16] It is open to both male and female students. However, those who generally enroll are pregnant adolescent females. The class is flexible; girls are admitted as soon as they are identified, and scheduling has taken place with consultation from their academic counselor. If a student's schedule conflicts in terms of time, then schedule changes are made to accomodate the course. However, if there is a full schedule of required courses needed to meet graduation requirements, then the student is seen individually by various team members and is invited to participate in selected sessions which are critical to her stage of the pregnancy. This is done with approval from the regular classroom instructor. The social worker who coordinates the program has the responsibility of interviewing each student who is referred and collecting significant data to be shared with the team.

The primary focus of the program is on prenatal and postnatal education. Academic credit is given, provided that each student satisfactorly completes all assignments, exams and requirements of the team. An explanation of the program's components is provided:

(1) Prenatal — student enters in lieu of physical education. The curriculum includes: nutrition, Lamaze instruction, signs of labor and delivery, health care, fetal development and related complications.

(2) Postnatal — students have the option of enrolling for one semester when they return to school after their postpartum medical examination. This phase was added after a critical analysis of the needs of this particular target population. Students encountered a number of problems when returning to school, i.e. — child care arrangements and response to academic pressures and parenting pressures. Consequently, the option of continuing enrollment with a change of focus, on the mother-child dyad, child development, selection of the child care facilities, care of infant, parenting skills, career choices and long-term planning was suggested and later implemented.

The course is not mandatory but highly recommended, and students are encouraged to remain in school for as long as it is physically and emotionally possible. The goals and objectives of the program are as follows:

(1) To provide emotional and psychological support to the teenage parent during this critical phase of her development. Examples of this process include: providing casework and groupwork services, educational counseling, referrals to social service agencies (public health and public aid, adoption agencies, Planned

Parenthood, health service clinics), and providing a peer supportive milieu.

(2) To provide those critical services specific to successful functioning, i.e. homebound instruction before and after delivery, follow-up services to assist in child care arrangements and living arrangements if needed; career counseling and planning and the identification of financial resources.

(3) To provide each girl with an unsegregated, least restrictive learning experience. The aim is to promote their social and educational growth during the entire pre and postnatal stages. A concerted effort is placed on fostering and maintaining the teenage parents' identity with the public school and those significant others (referring to team members).

(4) To provide comprehensive and coordinated follow-up services, including local social service agencies. The primary focus is to provide information on medical care for both baby and mother, to assist in value clarification and life choices, to provide emotional support related to developing adequate parenting skills; to provide a peer support group in order that issues related to role confusion and conflict can appropriately be ventilated and identified and to prevent and reduce potential child abuse.

(5) To provide in-school classroom instruction on fetal development, nutrition, child care, delivery, Lamaze, postpartum care of mother and child, child development activities which encourage cognitive and affective stimulation of the infant and the identification and discussion of "life-supporting" — social service agencies, specific to this target population.

MULTI-DISCIPLINARY TEAMING

"Multi-disciplinary practice requires ability to practice one's own profession and ability to link into the work of others. This requires knowledge and skill that differentiates one's work from that of others within...several frames of reference. Clients gain from the advantages of inter-dependent practice in that various needs are met, continuity of service is likely, and practitioners are open to several approaches...The term multi-disciplinary practice denotes professional activity by two or more practitioners belonging to different professions, directed at a common client system."[17] There are several attitudes within the team which must be present if successful intervention is to be obtained:

1. "Thorough commitment to the profession's values and ethics, and belief in the usefulness of one's own profession.
2. Belief in a holistic approach to client problems.
3. Recognition of the interdependency of practice.
4. Recognition of the expertise of colleagues and others."[18]

The Home and Family Education Course is taught by a team of five, each planning and teaching units in their areas of expertise. The team includes a social worker, school nurse, public health nurse,

nutritionist and a community resource coordinator. The team has regular conferences and staffings. These meetings focus on 1) new referrals to the program, 2) teaching assignments, 3) status of those girls who are currently enrolled, 4) referrals and follow-up services which need to be initiated, 5) delegation of tasks to team members, 6) and the current status of the program (problems, issues, as they relate to the needs of the target population) and curriculum changes. As stated earlier, a commitment to the profession of helping, a belief in the holistic approach to client problems and recognition of the interdependency and expertise of other colleagues is evident. Each team member brings to the group unique knowledge which is shared in the best interest of the client and the willingness to delegate tasks in order to render comprehensive services.

The author will briefly discuss the respective team member roles to clarify the process described above although it is impossible to elaborate on every detail within the context of the paper.

(1) The social worker is the coordinator, team leader, program developer and is responsible to the Assistant Superintendent of Special Education and the building principal. The social worker leads discussions on the emotional demands of parenting, interpersonal and family relationships, values clarification, communication skills, assertiveness training, and developing long-term goals.

(2) The school nurse teaches a child development unit which includes: normal growth and development with emphasis on reasonable expectations for the infant, care of the sick child, preventive health care, and infant feeding.

(3) The public health nurse is a qualified Lamaze instructor and teaches the unit on body psychology, anatomy, labor, delivery, and birth control. The public health nurse also makes home visits, contacts each student during the homebound phase and monitors the progress of the mother and child to identify potential problems.

(4) The food service director for the school district teaches a unit on nutrition. This unit includes information on nutrition during pregnancy and after, consumerism, food preparation, budgeting, and the use of WIC (a food supplement for women, infants, and children provided by a federal program).

(5) The fifth team member is a Title I nurse who coordinates field trips to hospitals, Planned Parenthood Clinics, WIC, and local day care centers that accept infants of school-age mothers. Community social services which are appropriate are discussed and representatives from various agencies are invited to speak to the students.

Each team member is responsible for grading the student on her respective unit. Grades are a combined decision of the team.

Social services representatives periodically are invited to share

their agency's procedures and services with the team members. Referrals are made by the various team members to such agencies as the Mental Health Center, Department of Children and Family Services, Planned Parenthood, public aid, WIC and Illinois Children's Home and Aid Society after discussion within the team. Thus, any member of the team can refer a student; referral is not limited to the social worker, who traditionally performs such tasks. Home visits are made by the school nurse, public health nurse and social worker depending upon the level of involvement and the established working relationship with the teenage parent. Generally each team member develops some rapport with the student, thus offering each young parent a multi-disciplinary "support system" and access to a number of intervention strategies. The self-determination of each student is valued and students are encouraged to work with any team member on personal problems and academic assignments. The team functions with a dual perspective — the education of the teenage mother and the future implications of her unique situation as it relates to the rights of the child.

Since the team does not operate in isolation, it is having an impact on other parts of the high school curriculum. For example, the team recommended that the health education requirement focus more on reproduction and adolescent sexuality, that it be presented at an earlier stage than the junior level and that a full-time staff person be hired. This recommendation was implemented with some modification due to budget constraints. Currently, some members of the team are providing consultation to the Home Economics Department in developing a course on parenting skills for high school students. This course will be co-educational and open to the entire student body. The content of the course is being developed by the social worker, home economic teachers, nurses, consultation from the Illinois Office of Education, public health nurses, etc. The concern emerged from observing the problems that young teenage parents who are enrolled in the Home and Family Education Course frequently experience and the potential of child abuse among the group.

In summary this in-school-program for teenage parents combines several significant components in delivering social work services in the schools. It addresses a critical phenomenon of our times — the increasing incidence of school-aged parents; it recognizes the effectiveness and facilitative qualities of multi-disciplinary teaming; it encourages and provides an example of innovative leadership-oriented social work practice in the public schools; and it illustrates the impact one program can have on other parts of the school curriculum which is preventive in nature.

## FOOTNOTES

[1] Zackler, Jack. et. al. (ed.) THE TEENAGE PREGNANT GIRL, Charles C. Thomas Publisher, Springfield, Illinois, 1975, p. 83.

[2] Ibid, p. 3.

[3] Falck, Hans S. "Interdisciplinary Education and Implications for Social Work Practice," JOURNAL OF EDUCATION FOR SOCIAL WORK, Spring, 1977, Vol. 13, No. 2, p. 36.

[4] MULTI-DISCIPLINARY TEAMS SERVING THE "TOTAL SCHOOL" A FORMULA FOR IMPROVED AND BROADENED SPECIAL SERVICES IN ROCKFORD PUBLIC SCHOOLS. Prepared for distribution at the PPS Consortium Conference, Oak Brook Hyatt House. March 23, 1974, p. 1.

[5] Trussell, James and Menken, Jane. "Early Childbearing and Subsequent Fertility," FAMILILY PLANNING PERSPECTIVES. Vol. 10. No. 4, July-August, 1978, p. 209.

[6] Baldwin, Wendy H. "Adolescent Pregnancy and Childbearing — Growing Concerns for Americans." POPULATION BULLETIN. Vol. 31. No. 2, Population Reference Bureau, Inc., Washington, D.C., 1976. p. 25.

[7] Ibid., p. 25.

[8] Roland, J. E. KNOWLEDGE AND ATTITUDES OF ADMINISTRATORS, BOARD MEMBERS, AND TEACHERS REGARDING THE EDUCATION OF PREGNANT STUDENTS IN ILLINOIS. (Doctoral Thesis, University of Illinois), 1973.

[9] ZACKLER, p. 107.

[10] Ibid., p. 88. Also see Howard, M. — "How Can Classroom Teachers Help?" TODAY'S EDUCATION, February-March, 1978, Vol. 67, p. 62-66.

[11] Bakalis, Michael. INCIDENCE OF PREGNANCY AMONG STUDENTS IN ILLINOIS PUBLIC SECONDARY SCHOOLS: A REPORT OF RELATED EDUCATIONAL PROVISIONS AND POLICIES. Office of Public Instruction — Research Section, 1972, p. 8.

[12] Downs, Kathy. SCHOOL-AGE PARENTS. (Unpublished paper) University of Illinois-Champaign, November 1, 1978, p. 6.

[13] Howard, M. and Eddinger, L. SCHOOL-AGE PARENTS. National Alliance Concerned with School-Age Parents, Syracuse, N.Y., 1973, p. 29.

[14] Weatherford, Shouse J. "Psychological and Emotional Problems of Pregnancy in Adolescence," in Zackler, et. al. (eds.) THE TEENAGE PREGNANT GIRL, Charles C. Thomas Publisher, Springfield, Illinois, p. 161.

[15] Gullerud, Ernest. ORGANIZING A COMPREHENSIVE SERVICE SYSTEM FOR UNMARRIED PARENT(S): CHARACTERISTICS OF A MODEL SYSTEM — Unpublished paper — Prepared for the DCFS Task Force Services on Unmarried Mothers, 1977, p. 2-4.

[16] Also see Wilson, Janice — "An Innovative Project to Serve School-Age Parents," ILLINOIS TEACHER, March-April, 1978.

[17] FALSH, p. 33.

[18] Ibid., p. 36.

## BIBLIOGRAPHY


Bakalis, Michael. INCIDENCE OF PREGNANCY AMONG STUDENTS IN ILLINOIS PUBLIC SECONDARY SCHOOLS: A REPORT OF RELATED EDUCATIONAL PROVISIONS AND POLICIES, Office of Public Instruction, Research Section, 1972, p. 8.

Baldwin, Wendy H. "Adolescent Pregnancy and Childbearing — Growing Concerns for Americans," POPULATION BULLETIN, Vol. 31, No. 2. Population Reference Bureau, Inc., Washington, D.C., 1976, p. 25.

Barker and Briggs, T. USING TEAMS TO DELIVER SOCIAL SERVICES, Syracuse University, September, 1969.

Brieland, Donald, Briggs, T. and Leuenberger, P. THE TEAM MODEL OF SOCIAL WORK PRACTICE, Syracuse University, School of Social Work, July, 1973.

Costin, Lela. "School Social Work Practice: A New Model." SOCIAL WORK, Vol. 20, March, 1975, pp. 135-139.

Cox, B. SHOULD SCHOOL SYSTEMS PROVIDE A SPECIAL PROGRAM FOR PREGNANT STUDENTS AND YOUNG PARENTS. Unpublished paper, Bradley University, 1978.

Downs, K. SCHOOL-AGE PARENTS, Unpublished paper, University of Illinois-Champaign, November 1, 1978, p. 6.

Falck, Hans S. "Interdisciplinary Education and Implications for Social Work Practice," JOURNAL OF EDUCATION FOR SOCIAL WORK, Spring, 1977, Vol. 13, No. 2, pp. 30-36.

Gottschalk, Louis A.; Titchener, James; Picker, H.; and Stewart, S. "Psychological Factors Associated with Pregnancy in Adolescent Girls: A Preliminary Report," JOURNAL OF NERVOUS AND MENTAL DISEASE, Vol. 138, No. 6, 1964, pp. 524-534.

Gullerud, Ernest. ORGANIZING A COMPREHENSIVE SERVICE SYSTEM FOR UNMARRIED PARENT(S): CHARACTERISTICS OF A MODEL SYSTEM, Unpublished paper — prepared for the DCFS Task Force Services on Unmarried Mothers, 1977, pp. 2-3.

Goula, Ketayun, IN-SCHOOL PROGRAM: PREGNANT GIRLS, WED/UNWED MOTHERS, Unpublished paper, University of Illinois, 1972.

Heiman, Marcel and Levitt, Esther G. "The Role of Separation and Depression in Out-of-Wedlock Pregnancy," AMERICAN JOURNAL OF ORTHOPSYCHIATRY, January, Vol. 30, 1966, pp. 166-174.

Howard, M. "How Can Classroom Teachers Help," TODAY'S EDUCATION, February-March, 1978, Vol. 67, pp. 62-66.

Howard, M. and Eddingir, L. SCHOOL-AGE PARENTS, National Association Concerned with School-Age Parents, Syracuse, N.Y., 1973, p. 29.

Kasanin, J. and Handehin, S. "Psychodynamic Factors of Illegitimacy," AMERICAN JOURNAL OF ORTHOPSYCHIATRY, 1974, Vol. 11, pp. 66-85. Also see Gould, K., Grant Proposal — Services for Teenage-Mothers, Unpublished, 1972.

Khlentzos, Michael T. and Palgiaro. "Observations from Psychotherapy with Unwed Mothers," AMERICAN JOURNAL OF ORTHOPSYCHIATRY, Vol. 35, 1965.

Lowrie, Samuel H. "Early Marriage: Premarital Pregnancy and Associated Factors," JOURNAL OF MARRIAGE AND FAMILY, Vol. 27, No. 1, 1965, pp. 49-56.

Meares, Paula. "An Analysis of Tasks in School Social Work," SOCIAL WORK, Vol. 22, No. 3, May, 1977, pp. 196-201.

MULTI-DISCIPLINARY TEAMS SERVING THE "TOTAL SCHOOL," A FORUMULA FOR IMPROVED AND BROADENED SPECIAL SERVICES IN ROCKFORD PUBLIC SCHOOLS, Prepared for Distribution at the PPS Consortium Conference, Oak Brook Hyatt House, March 23, 1974, p. 1.

Roland, J. E. KNOWLEDGE AND ATTITUDES OF ADMINISTRATORS, BOARD MEMBERS, AND TEACHERS REGARDING THE EDUCATION OF PREGNANT STUDENTS IN ILLINOIS. Doctoral Thesis, University of Illinois, 1973.

Trussell, James and Menken, Jane. "Early Child Bearing and Subsequent Fertility," FAMILY PLANNING PERSPECTIVES, Vol. 10, No. 4, July-August, 1978, p. 209.

Pope, Hallowell. "Unwed Mothers and Their Sex Partners," JOURNAL OF MARRIAGE AND FAMILY, Vol. 29, No. 3, 1967, pp. 555-567.

Vincent, Clark E. UNMARRIED MOTHERS, New York: Free Press Glencoe, 1961.

Weatherford, Shouse, J. "Psychological and Emotional Problems of Preynancy in Adolescence," In Zackler et. al. (Eds.); THE TEENAGE PREGNANT GIRL, Charles C. Thomas Publisher, Springfield, Illinois, p. 161.

Wilson, Janice. "An Innovative Project to Serve School-Age Parents," ILLINOIS TEACHER, March-April, 1978.

Zackler, Jack. et. al. (Ed.), THE TEENAGE PREGNANT GIRL, Charles C. Thomas, Publisher, Springfield, Illinois, 1975, pp. 3-107.

**PAULA MEARES** is a full-time assistant professor at the University of Illinois, Champaign-Urbana, School of Social Work. Dr. Meares has coordinated the program described in the article for two years.

# GROUP PROCESS AND BLACK ADOLESCENT IDENTITY CRISIS

Martha J. Markward

Adolescence, with its accompanying identity crisis, is an especially traumatic period for black youth. In addition to experiencing the normal problems of this age, they are expected to be responsive to a school culture and their own black culture while confronting a pernicious form of racism.[1] From his teachers, his peer groups and his contacts with the white world beyond his immediate neighborhood, the black teenager encounters shocks. The full awareness of his social devaluation in the larger society can assume dimensions of a severe emotional stress situation.[2] However, social workers can do much toward alleviating this stress through more effective use of the group process.

These identity problems are inextricably linked with problems of self-esteem.[3] Consequently, black adolescents need to have more emphasis placed on the development of a healthy self-concept/self image during their teen years. Since the subculture of the black community and the culture of the school are often in direct conflict, it presents double-burdensome expectations for these adolescents who are experiencing sex-role identity, parent-child conflicts, and new physical developments. "He (the ghetto youth) suffers from lack of any utility function (except for serving as perceptual scapegoat for the adult members of society who heap upon him all the debris of his own inadequacies)."[4] While most non-minority adolescents are faced with similar identity crises, for them there is easier access to participation in the helping process and the difference between value positions and policy issues is much less. This gap between value position and policy issues is the dilemna of identity for black adolescents. Many black adolescents have been in a handicapped position for a prolonged period of time in both the environment of the school, as well as the environment of the black community.

One result of this dilemma is that some black adolescents cling to negative rewards of the society to avoid the stigmas and categorizations of white America and/or the black community. Often role models become individuals who have achieved some type of success outside the legitimate boundaries of society's definition of success. Needs for approval, not often met in black children through the estab-

lished institutional channels, may be met by others outside of these legitimate institutional areas.[5] Delinquent subculture support can encourage the behavior of black adolescents to be incongruent with the expectations of the school/society. Hence, the gap between values and policy for these students may widen even further.

Peer group membership is frequently viewed as problematic in the teen years; however, peer group membership may have positive implications for educators and especially school social workers in dealing with problems of black adolescents. For example, the group approach could be used to assist black adolescents in recognizing and emphasizing individual strengths unique to them because of cultural background. Furthermore, the security of the group is ideal to provide the black adolescent more control over his peers, and in turn, over himself and his environment. Research suggests that the group is an important setting in which students who already demonstrate the desired behaviors can provide leadership for the development of others.[6]

Support of the group process is a result of my experience as a long-range substitute teacher in a junior high school in Watts, Los Angeles, during the spring of the 1968-1969 school year. Midway through the semester, much turbulence was occurring in Los Angeles at all levels of education. Three historic events affected the black community at that time: repercussions of the 1965 Watts riots, the assassination of Martin Luther King and the assassination of Robert Kennedy. The general feeling of black students seemed to be a combination of frustration, anger and defeat. In the inner-city schools, vandalism was frequent, "acting-out" behavior was prevalent and "walk-outs" were consistently threatened. Typical responses to these actions by the school community were corporal punishment, physical exclusion from the schools, and, at times, police intervention.

At the junior high school, where I taught, a walk-out did occur, as it did in most other inner-city schools on the same day. The impetus for the walk-out was the beating of two black high school males by city policemen on the campus of the high school. This incident within inner-city schools exemplified the gap between the values of the black community and policy of the school community. In this case, most students responded to the expectations of the black community and rejected the expectations of the school community. This dilemna of identity for black adolescents which often involves the choice between the policies of the school versus the values of the black community adds stress to an already stressful stage of development.

The English class that I was teaching at the time of the incident consisted of fifteen ninth grade students, who, with one exception, were black. They were the lowest of three levels of academic competency. For this particular class, that level of competency meant that all but two of the students could not read or write a simple sentence. All members of the class had demonstrated erratic and sometimes "neurotic" behavior intermittently within the course of the semester. Both male and female members had been referred to appropriate persons within the school hierarchy for disciplinary action at one time or another, and most had been suspended as well. At least two of the boys had already been sent on several occasions to delinquent train-

ing camps as a result of unacceptable delinquent behavior in the community.

When the walk-out occurred and all students were ready to exit, I made the following proposal. If the class remained, it could use the hour for open discussion, taking turns for speaking, and respecting the rights of others to speak. All but one of the students remained, all remaining took turns, and all were considerate of each other.

As a result of the forum created by my proposal to the class, several developments occurred. First, the school culture and its expectations were altered. There was a removal of the academic learning environment as it existed prior to that day, i.e. no grades, no discipline, no lesson plan. Second, the pressure of the black culture was removed. By remaining in the classroom, the expectations of the black community shifted. Third, an opportunity was provided for the students to experience personal identity. They discussed openly and freely without the expectations of either school/black culture. Finally, the group process was utilized to facilitate open discussion. Peer control was the enticement for the students to remain and peer pressure was the controlling agent. This development allowed the students control over their environment, and in turn, over themselves.

While this experience utilized the group process to lessen the identity conflicts for black adolescents in an unstructured, crisis situation it seems equally important to discuss the group process as a means to lessen conflicts in a more structured and typical situation. The following approaches will exemplify how the group process could be utilized in a structured environment. Role-playing or some sort of drama situation is an effective technique to facilitate discussion when a prejudicial topic is introduced into a classroom setting. The crux of this technique is freedom and openness of language for expressions of self. Smith says the counselor should concentrate upon the types of feelings that many slang words generate rather than upon the specific denotative definition.[7] This approach allows the adolescents to personalize and be sensitive to their own feelings and perceptions about the topic, instructional material or events outside of the school. The technique also allows for identification with different perspectives of a situation.

Fantini and Weinstein's TOWARD HUMANISTIC EDUCATION: A CURRICULUM OF AFFECT, "Identity Education," gives several suggestions on how to teach self-judgement. One such suggestion is Weinstein's "One-way Glasses" approach, which is a strategy for helping children to realize how much of the world is created through their own perceptions, and the ultimate effect that these perceptions have on responses to the world and views of themselves. Two pairs of sunglasses, each with different colored lenses are shown to the group. Each pair colors the wearer's view of the world with a particular feeling. One pair might be "suspicious" glasses, so that when a person wears them, he regards whatever he hears or sees with suspicion. A volunteer puts on the "suspicious" glasses and tells the class what he sees. The other pair of sunglasses would represent a contrasting feeling. The technique would be an effective way for black adolescents to realize and examine the feelings about themselves and others.

Another approach appropriate for black adolescents is called "success counseling." This approach is based on the idea that the self-concept of black adolescents is hampered by too much emphasis on negatives and failures in their surrounding environment. Success counseling is done in three stages and with triads of students. The first stage is called the "Ice Breaker," which consists of each of three students answering a set of questions like, "what was a turning point in your life?" The second stage is called "Success Sharing," where each student is asked to list five successes in the past. The third stage, "Strength Awareness," consists of group reinforcement. As the person lists five successes, the remaining members of each triad add strengths he sees in each of the other two members. The result of this approach is emphasis on successful, positive strengths, and it may be used therapeutically in any setting.

The data from the success counseling could be incorporated into the classroom. For example, a youth identified caring for younger siblings as a "success." This was translated into operational constructs applicable to other situations. In this case the youth was placed in a neighborhood day-care center, courses were rearranged to develop this interest academically, and the student was used as a peer counselor in a systematic helping skills course.[9]

Yet another successful approach is the youth-tutoring-youth program. Considerable evidence indicates that it is the child who is doing the teaching or tutoring who most clearly benefit.[9] Frank Riessman observed that, although the students who were being taught enjoyed the tutoring sessions, no great improvement occurred in their learning. On the other hand, the tutors appeared to be immersed in what they were doing. They were not only excited about it and deriving new, heightened self-esteem from their efforts, but they also seemed much more interested in the whole learning process.[10] The benefits of such a program are that it improves the ego and self-respect, provides modeling experience and provides insight into problems by placing the student in an active, helping role versus that of a passive recipient.[11] Mutual aid groups are a way for adolescents to find themselves and others, as well as a way to learn new behaviors. The tutoring experience itself involves the group process as does the organization of and membership to a new peer group. Role-playing and Weinstein's "One-way Glasses" approach allow black adolescents to become more self-actualized and sensitive to feelings. Success-counseling is a group process which provides black adolescents with an opportunity to recognize and individualize strengths. The youth-tutoring-youth program allows the black adolescent control over himself and his environment, as well as providing an environment to demonstrate desired behaviors and develop leadership capabilities.

For the social worker working with black adolescents it is essential to have a working knowledge of these types of group processes. The social worker must be a systems analyst, a technical expert, and an advocate when facilitating the group process for black adolescents. As a systems analyst, the social worker must understand that the basic assumption of this approach is that component parts are interrelated to make up a system.[12] The focus is on the effectiveness of the interrelationship of these parts.[13] The main objective is

to identify the "balance among the various component parts which will make for higher achievement of goals as compared to other combinations."[14] In the case of black adolescents, the interrelated parts are the school culture, the black culture, and the black adolescent. The interrelationship among the parts of the school/community/pupil system are not always as effective as they should be to lessen the identity conflict of black adolescents.

Systems may be "open" or "closed" and while theoretically all systems are "open," functionally, they may be "closed." To be "open" means there is no exchange of energy between the component part, i.e. school, community, and adolescents; to be "closed" means that components are self-contained and not dependent on each other.[15] Often, in the case of black adolescents, the system tends to close, and there is no exchange of energy among the school culture, the black culture, and the black adolescent. When there is no exchange of energy, energy needs to be imported into the system.[16] For example, the intervention with the "time out" period allowed for peer control in the Watts' situation and provided for an exchange of energy. A feedback process followed which effected a change in other component parts. Possibly, in Watts, the feedback process with the black adolescents in the classroom may have effected, in some way, the entire system.

When a state of tension occurs in a system, i.e. Watts, the only way it can be expressed and eliminated is by reciprocation and reinforcement among the various component parts.[17] A dynamic balance or homeostasis is reached only when a system is in steady state.[18] Steady state does not mean "status quo," but instead, implies motion and the exchange of energy among component parts in a way to allow each part to maintain its own individual identity but still change.

Knowledge of systems enables a social worker to accurately assess and identify the balance of the component parts and determine, on that basis, if any other combination of energy exchanged among the school culture, the black culture, and the black adolescent would be more effective in allowing the black adolescent to realize the highest level of self-identity.

As a technical expert, the social worker is likely to work with individual component parts of the school/community/pupil system. This knowledge of the technical aspects of the group process will include awareness of types of groups: therapy groups, self-help groups, task-oriented groups, etc. Although role-playing and "One-way Glasses" are therapeutic, the primary objective is self-help, as is success-counseling and youth-tutoring-youth. Both therapy groups and self-help groups are task-oriented in practice; however, the task-oriented group theoretically refers to decision-making and specific problem-solving. As a technical expert, the social worker may use the group process for therapy, mutual aid, or problem-solving, but in the broadest sense, participation in a group process implies self-help.

Specifically, a self-help group, one where peers are the change agents, has three basic benefits: (1) each peer as a helper is less dependent, (2) when looking at another's problem, the peer has a chance to gain objective perspective, and (3) the helping peer obtains a feeling of social usefulness.[19] In view of these benefits, the self-help group may be the most effective technique to lessen identity conflict

by providing an opportunity for individual self-awareness via the group process.

The technical expert must have the knowledge to provide a practical base for intervention by utilizing the group process with any one of the component parts of school/community/black adolescent system. The objective of the group process is to not only understand the roles being played but, if warranted, how the individuals can change roles, behavior and their perceptions of themselves and others. Therapy groups, self-help groups, and task-oriented groups may be used with staff, students or any combination which affects the total system. The technical expert role of the social worker can facilitate the feedback process for black adolescents by having a degree of expertise about the group process.

Finally, the advocacy role is implicit in the role of systems analyst and technical expert. A social worker can work on behalf of the black adolescent to lessen the dilemma of identity often experienced in the school/community/pupil system by accurate assessment and appropriate intervention. This must be done with sensitivity and cognitive dedication to correct the imbalance of existing energies in the school/community/pupil system. To borrow from another author, "the belief in oneself may be the true equalizer for educational opportunity." This is, after all, the core of any kind of achievement motivation."[20]

## FOOTNOTES

[1] Washington, Kenneth R. "Helping Urban Adolescents Develop Positive Self-Concepts," JOURNAL OF NON-WHITE CONCERNS IN PERSONNEL AND GUIDANCE, 1976, Vol. 4, No. 2, p. 78.

[2] Pettigrew, Thomas A PROFILE OF THE NEGRO AMERICAN, 1964, p. 8.

[3] Pettigrew, Thomas A PROFILE OF THE NEGRO AMERICAN, 1964, p. 8.

[4] Vriend, J. J. "High-performing Inner-city Adolescents Assist Low-performing Peers in Counseling Groups," PERSONNEL AND GUIDANCE JOURNAL, 1970, Vol. 48, p. 897.

[5] Jones, Reginald L. ed. "Black Youth and Motivation," BLACK PSYCHOLOGY, 1972, p. 117.

[6] Vriend, J. J. "High-performing Inner-city Adolescents Assist Low-performing Peers in Counseling Groups," PERSONNEL AND GUIDANCE JOURNAL, 1970, Vol. 48, p. 897.

[7] Smith, Elsie COUNSELING THE CULTURALLY DIFFERENT BLACK YOUTH, 1973, p. 55.

[8] Washington, Kenneth R. "Helping Urban Adolescents Develop Positive Self-Concepts," JOURNAL OF NON-WHITE CONCERNS IN PERSONNEL AND GUIDANCE, 1976, Vol. 4, No. Z, p. 78.

[9] Gartner, A. and Riessman, F. SELF-HELP IN THE HUMAN SERVICES, 1977, p. 103.

[10] Gartner, A. and Riessman, F. SELF-HELP IN THE HUMAN SERVICES, 1977, p. 104.

[11] Gartner, A. and Riessman, F. SELF-HELP IN THE HUMAN SERVICES, 1977, p. 106.

[12] Spergel, Irving A. COMMUNITY PROBLEM SOLVING THE DELINQUENT EXAMPLE, 1971, p. 285.

[13] Spergel, Irving A. COMMUNITY PROBLEM SOLVING THE DELINQUENT EXAMPLE, 1971, p. 287.

[14] Spergel, Irving A. COMMUNITY PROBLEM SOLVING THE DELINQUENT EXAMPLE, 1971, p. 286.

[15] Meyer, Carol H. SOCIAL WORK PRACTICE, 1970, p. 131.

[16] Meyer, Carol H. SOCIAL WORK PRACTICE, 1970, p. 133.

[17] Meyer, Carol H. SOCIAL WORK PRACTICE, 1970, p. 134.

[18] Meyer, Carol H. SOCIAL WORK PRACTICE, 1970, p. 135.

[19] Gartner, A. and Riessman, F. SELF-HELP IN THE HUMAN SERVICES, 1977, p. 103.

[20] Smith, Elsie COUNSELING THE CULTURALLY DIFFERENT BLACK YOUTH, 1973, p. 43.

**MARTHA J. MARKWARD** is completing an MSW at the University of Illinois. Ms. Markward previously worked in the Iowa Department of Social Services and for Planned Parenthood of Iowa. She has also been a caseworker with the Los Angeles County U.S.C. Medical Center and a long range substitute teacher with a Watts Jr. High School.

# SELF-CONCEPT CONFUSION IN THE PHYSICALLY DIFFERENT CHILD

Elizabeth M. Timberlake

Working with a number of children who have been physically different since birth, the writer has become increasingly aware of the confusion in the self-concept of these children. An analysis of case records and the social worker's practice notes for twelve of these children and their families points out similarities among the individual cases relative to the nature of the children's self-concepts. Similarities were also found in parental attitudes toward these children which influenced the development of physical, perceptual, social and emotional capacities, and in resulting learning problems.

The children in this caseload review were in the fourth grades of regular classrooms. They had been referred to the social worker because they were doing poorly in school. All met the definition of exceptional, or special needs, children: that is, children who deviated markedly in growth and development from the norm, who had an identifiable physical handicap; who did not learn like other children because of physical, intellectual, social, or emotional differences, and who required supplementary social/educational services. In brief, the children under consideration had identifiable physical differences, poor body image, and social/emotional problems which affected their learning process.

## SELF-CONCEPT

A child is born with genetically determined potential for physical, intellectual, social and emotional development. However, parents create the social milieu which strongly influences the developmental pattern of the child's potential. For example, in addition to meeting physical survival needs, parents stimulate the child's perceptual capacities (skin, ears, eyes, mouth) and provide a feeling of love and security. Thus, the child's early perception of his environment is dependent upon qualitative aspects of parenting. In turn, these aspects are dependent upon the personality of each parent, the quality of the marital relationship and the quality of the parent-child relationships. It is within the context of these relationships that the child grows and differentiates self as an individual. It is also within this

same context that a child begins to develop a body image (or perception of physical self) and a self-concept (or social/psychological image).

## PARENTING

The equilibrium of the family milieu into which a child is born can be disrupted by many factors. Such disruption often impairs both the quality and quantity of parenting. Focusing on the birth of a physically different child as a potentially disruptive factor which might impair parenting, we noted that all of the parents in this caseload review had intuitively sensed that their child was physically or mentally different. Gradually, the parents had developed intense feelings of failure and personal inadequacy which was furthered by their child's continued presence in the home. Each parent reacted to the child in accord with individual maturity as well as in accord with their collective security and maturity. Though also hurting, the more mature parents appeared better able to accept the child and meet his physical, social and emotional needs. The less mature parents and the parents with marital conflicts reacted quite differently. They had the usual parental feelings for the child, but also felt guilty because of their ambivalent acceptance of the child's physical condition.

In certain specific respects, each of the children appeared to be "normal;" in other respects, deviant. The parents under consideration had difficulty in equating these differences in the child's functioning. They were confused by the child's uneven development and by the hollow reassurances of well-meaning relatives, friends and professionals. They experienced failure in many of their own efforts to meet their child's needs. The repeated frustrations led to mounting negative feelings and even to giving up in some situations. The guilt, anxiety and confusion gradually elicited self-protective defenses in the parents. Such defenses then partially blocked the parent from giving freely of self to the child and to the other parent. In two-thirds (eight) of the families, for example, one parent would minimize observed signs of deviation in attempting to make things easier for the spouse and for self. The similarly upset spouse, however, would interpret this response as callousness and lack of concern and often would react strongly. In the four other families, one parent would claim complete blame for the condition and bear the burden in a masochistic manner. He or she would so dote on the child that the other parent felt shut out of the family. Each of the twelve children under consideration reacted as if he interpreted his parents' well-intentioned but ambivalent supply of love, acceptance, and understanding as rejection. Thus, the stage was set for confusion and conflicts in family relationships.

## LEARNING

Three of the parents in this caseload review had engineering degrees. Four were high school dropouts. Yet, all parents told the social worker that it was important to them that their child be able to learn and to demonstrate that learning. Although the physical condition of each child did constitute a handicap in learning, the total learn-

ing problem was greater than could be accounted for by the physical limitations. Since learning is a key ego function, its impairment is a sensitive indicator of the more pervasive problems experienced by these children. In other words, there also appeared to be a secondary learning problem which was related to social/emotional factors.

Attention to the words, behaviors and feelings communicated by these children, their parents and their teachers helps to shed light on the dynamics at play in the learning problems. The following case vignette illustrates: how a child's self-concept derives from impairment in her relationships with her parents and siblings and from her early school experiences; and how an understanding of the child can be gained through social work interviews with the child, the parents and the teacher.

Nine year old Lynn was referred to the social worker because she did not participate in classroom learning or peer group activities. She was described as being depressed and, at times, withdrawn. Occasionally, Lynn was explosive. A large clumsy girl, she had been socially passed along to the fourth grade so that she would not stand out among her classmates. Lynn had not participated in the achievement testing and was an enigma to her teachers. She had told the school psychometrist that she could not read, write, or do arithmetic; and she refused to try. The psychometrist assessed her verbal skills as too advanced for the special education program.

Her pediatrician had noted that Lynn had frequent *petit mal* seizures and mild subliminal lapses in attention. A neurological examination revealed a mild visual-motor perceptual problem, fine motor coordination problems and *petit mal* epilepsy. The neurologist thought that Lynn had the potential for average intellectual functioning was severely educationally retarded.

Her parents reported that Lynn had always been different. She was slow to feed herself. She walked at twenty months. She had always been clumsy. They had, however, noted no problems with her speech and vocabulary. Both parents admitted their disappointment in Lynn: "She can't do anything the other children her age do. She can't ride a bike or make creative things. She can't help in the kitchen. She can't play games. She can't learn at school. She breaks things. She can't do the things we ask her to do." Both parents were distressed that children teased Lynn. They felt like failures with Lynn. By contrast, they felt that her older brother and younger sister were rewarding children. They also believed that they were successful parents for these two children.

A review of the cumulative school record and a conference with the fourth grade teacher revealed that Lynn sat quietly in class and did nothing. She often rested her head on her desk. Initially, each new teacher had seen Lynn as a challenge but had given up by the middle of the school year. The fourth grade teacher spoke of her extreme frustration in trying to reach Lynn: "Not that she's a problem in class but she seems to have some kind of brain damage that I don't understand. Since I couldn't get through to her, I've just left her pretty much alone. It's all I can do to teach the other 25 children in the class."

Seen in three interviews for psychosocial evaluation, Lynn demonstrated that she could read, write, spell and do arithmetic at a late first grade level. In revealing this secret to the social worker, Lynn

began to talk about herself and why she refused to do school work. She spoke of her awkwardness, poor muscle coordination, and "gray spells" (petit mal seizures and subliminal lapses). She felt that no one had ever liked her or understood her problem. Lynn was angrily emphatic about school. "My first grade teacher threw a book at me because I couldn't remember what she had just told me. She made me sit in the back because I was clumsy and dumb. I've hated school ever since first grade. They just don't understand." When the social worker asked what things people should understand about her, Lynn said: "Things like my gray spells. They make reading hard. I lose my place and forget what I read. When I get those spells, I can't remember what anybody said. But I can still learn." Lynn was asked in what ways she would like to be different from the way she was now. She replied: "Be able to learn in school and ride a bike. Then Mom and Dad would like me, and my teacher wouldn't get mad at me."

Lynn's neurological problems did interfere with her learning and did require medication and selected educational techniques. The learning problem, however, was compounded by the ambivalent and often rejecting responses of her parents, her teachers and her peer group. Lynn reacted to this social climate with discouragement and depression. Her perception and interpretation of others' feelings toward her was accurate and indicated why she had given up in school and at home by age nine.

## SELF-CONCEPT CONFUSION

Like Lynn, the eleven other special needs children under consideration were able to put their difficulties, thoughts and feelings into words. They were aware of their differences from other children and could express this awareness. They were able to talk about their body image, their self-concept, some factors contributing to the learning problems and their adjustment to their life situation. The children also talked with the social worker about the importance of the attitudes of parents, siblings and peers, and teachers toward their physical differences.

Each child knew that he had the ability to learn, and each wanted to learn. Particularly in the area of learning, each child wanted to be like other children. Their physical appearances and muscle coordination problems, however, often triggered adverse reactions in others which the children interpreted as rejection. In response, they learned to use their physical appearances and motor behaviors as self-protective defenses. Thus, their physical differences became even more pronounced whenever they became anxious, fearful or overwhelmed by their own hostile feelings. Sensitive and constantly on the defensive, they so tenaciously tried to protect their beliefs about themselves — that is, self-concept — that they dared not participate in school learning or peer activities. Yet they expressed belief that they could learn.

A great deal of energy was expended in these defensive efforts. Thus, little energy was left free for learning per se. All of these children have tried their best many times only to be hurt by criticism, teasing, and failure. For example, Lynn said (about her first grade teacher): "I was trying my best but she was too mad to see it. Those gray spells made me forget what she had asked. She wouldn't tell me

again. Finally, I quit. I hoped she wouldn't call on me any more. After while, she didn't."

The most important hurt for these children, however, is the rejection by their parents. This rejection is not purposeful or conscious. Rather, it is based on parental feelings of failure. These feelings were evoked initially because the parents produced an imperfect child who was not what they expected. Although these parents tried to meet their child's needs, they found themselves psychologically blocked from completely accepting the child. Thus, the parents set up their own lines of defense.

For example, some of the parents described their child as normal but did so in a superficial/intellectual manner. From the description of their child they conveyed the impression that something was missing. In a similar vein, other parents described their children and their physical differences in a dispassionate and accurate way. These parents conveyed the impression that they were living with a textbook of symptoms rather than with a living child. It was this quality of parental distortion and self-protection that stimulated each child to react as if he had been fully rejected by his parents. Indeed, the energies of these parents were so completely tied up within themselves that they were unable to meet the social/emotional needs of their child.

Concomitantly, each child learned to adapt to the parents' ambivalence in such a way as to protect himself. Entering school, however, disrupted this pattern of adjustment. Part of the time, the child remained in the relative safety of his home with its predictable relationships. For the other part, he entered a formal learning program full of new children and adults — strangers. The school program required conformity to the group and disciplined attention to learning. All of this change was governed by a strange adult parent figure — teacher. Unconsciously, the child searched for positive parenting qualities in the teacher. In other words, he looked for a social climate that was physically and psychologically safe so that he could risk his self-concept in the teaching-learning process. In this new and stressful classroom situation, the child initially acted and reacted according to previously learned patterns of coping and adaptation in an attempt to achieve a sense of familiarity and comfort. There was no economy of effort in these behavior patterns. Rather, they were pathological repetition compulsions which tended to isolate the child from the teacher, from the other pupils, and from the teaching-learning process. The child's problem was further compounded by negative reactions to his physical differences and defensive behavior by the teacher and the other children. Thus, the cycle expanded. Soon the physical differences had become an increasingly minor part of the problem. By fourth grade, each child had become predominantly an emotionally and attitudinally handicapped pupil rather than a physically handicapped pupil.

## COMPETENCE MOTIVATION

As indicated earlier, these twelve children wanted things to be better. They also were able to tell us how their homes and schools could provide the climate needed for learning. The children, however,

did show some confusion in this motivation for security and competence in learning because of the reactions of others to their physical differences and defensive behavior. They displayed a good awareness of their physical differences as well as their potential for learning. In many respects, they felt and acted like other children. Yet, as the children grew older, they increasingly questioned the positive aspects of their self-concept because their perception was incompatible with the negative attitudes of significant others. For example, to protect what positive self-concept she had, Lynn defended herself by complete withdrawal from the painful learning situation. Initially, the social worker was concerned about Lynn's ego strengths since Lynn appeared so well insulated and defended.

The empirical evidence suggests that these twelve children, who have been physically different from birth and whose parents have reacted ambivalently to the difference, have partially accepted their physical selves. They have found that they can learn and can do many things despite their physical differences. They have also found out that doing things close to their own potential leads to self satisfaction. Generally, they recognize that they cannot do as well as their peers. They recognize that others do not always accept their capabilities. What they ask of others is simply to be understood and accepted as they are.*

## BUILDING AN EDUCATIONAL SUPPORT NETWORK

In each of the situations in this caseload review, the parents and the school personnel in their own ways expressed the conviction that the children were brain damaged and/or mentally retarded. They had assumed erroneously that the physical deficit alone was the basis of the learning problem. They believed also that the children could be helped only through specialized teaching approaches offered outside of the mainstream of public education. The teachers' preoccupation with organic factors (that is, brain damage) caused them to lose perspective in trying to treat the symptoms rather than making an educational diagnosis and teaching plan. In doing so, they lost the children.

*By contrast, a small group (seven) of nine and ten year old children who were born "normal" but then received an ego blow to their body image (such as physical injury and degenerative physical illness) wanted to return to the original physical self. What they asked of others was to be understood and accepted as they were before. For this group of children, the acquired physical difference had broken down a previously adequate body image and social/psychological image of the self. In the breakdown process, each child reacted to the reactions of parents, siblings, teachers and peers. But the child's main reaction was on the basis of the personal narcissistic blow. When seen by the social worker, these seven children with acquired physical differences had not yet learned that doing things close to their new potential could be satisfying.

The teachers' use of a limiting diagnostic label represented a defense against failure in understanding and teaching the children under consideration. Sometimes a child's physical difference stirred up personal conflict in a teacher. For example, one child's shaky and awkward movements repulsed a teacher whose mother had epileptic seizures. The teacher lived in dread of developing seizures. Consequently, she found herself blocked in teaching this child. The social worker helped her to obtain accurate medical information about her mother's illness and her own risk potential. Together, they sorted out reality from the distortions and fears. Next, the teacher was given medical information about this particular child — her physical handicaps and her learning potential. Thereafter, teacher and child together began to work through the teaching-learning problems.

In addition, the social worker treated Lynn's parents in a similar approach which combined direct advice and guidance with a reorganization of conscious behavior. She offered support that indeed it was difficult to rear a child with a handicapping condition. She accepted and explored with them their ambivalent feelings about "keeping Lynn at home" versus "sending her away someplace where they'll take care of her." Together, the social worker and parents explored what having a physically different child means in general to parents and specifically to Lynn's parents. They also slowly sorted out the facts from the parents' fears and fantasies about Lynn's physical differences and ability to learn. Thus, through affective and cognitive levels of social work treatment, the parents' conscious attitudes toward Lynn were modified.

## CONCLUSION

This article has attempted to convey the feelings of confusion that the physically handicapped child has about himself, his strengths, and his weaknesses. It was developed out of the practice impressions gained from a small sample in one social worker's caseload. As a research study, therefore, the findings can not be widely generalized. It is hoped, however, that the idea of systematic review of one's caseload will be useful to social work practitioners who wish to further their own understanding of selected practice phenomena.

This article has also drawn on theory to provide a framework for understanding the observed problems in learning and confusion in self-concept and building an effective educational support network of parents, teachers, and social workers. Underlying the social work intervention in behalf of these children who are physically different is the assumption that all children are capable of growth if given adequate social supports. Yet even though the growth forces are on the child's side, it is important for the entire support network to remember that the accustomed life style of a nine year old will not be abandoned without pain and depressive reaction over loss of the familiar.

## BIBLIOGRAPHY

Barry, J. "Behavioral Classification of the Physically Disabled," PSYCHOLOGICAL ASPECTS OF DISABILITY, 1971, 18 (3): 136-142.

Coopersmith, S. THE ANTECEDENTS OF SELF ESTEEM. San Francisco: W.H. Freevian and Company, 1967.

Giovacchini, P. "Effects of Adaptive and Disruptive Aspects of Early Object Relationships Upon Later Parental Functioning," in E. James Anthony and Therese Beredek (Eds.), PARENTHOOD. Boston: Little, Brown, and Company, 1970.

Hobbs, N. (Ed.) ISSUES IN THE CLASSIFICATION OF CHILDREN. San Francisco: Jossey-Bass, 1976.

Talbot, N. (Ed.) RAISING CHILDREN IN MODERN AMERICA. Boston: Little, Brown, and Company, 1976.

**ELIZABETH M. TIMBERLAKE** is an assistant professor at the National Catholic School of Social Service. Prior to joining the faculty, Dr. Timberlake specialized in social work practice with children and their families. She is currently a part-time social work consultant for school social workers in the Washington, D.C., Metropolitan Area. She is also engaged in research related to PL 94-142 as related to school social work practice.

# NEEDED: IN-SERVICE FOR CHILDREN

Naomi Hogdman
and Patty Vogel

The school system offers many unique opportunities for professional disciplines to coordinate their activities for the welfare of all children. Last fall an elementary school brought together the disciplines of social work and the methodology of teaching of the deaf to plan and execute an inservice program for children. The basic purpose of the inservice program was to give children in the regular classrooms a more comprehensive understanding of a hearing loss and its implications. The focus on feelings and group interaction, together with the focus on techniques of teaching blended to make the experience a meaningful and relevant one to all concerned. The need for such a program as this has increased with the implementation of Public Law 94-142, and the placing of handicapped children in regular classrooms. With the current emphasis on and public awareness of the variety of handicaps more people will interact with handicapped persons. Hence, inservice for teachers have been mandated but they should also extend to the children who are involved in daily classroom activities with handicapped children. Children too need better understanding to facilitate healthy interactions and build friendly relationships.

Carrie Busey School has four classes of hearing impaired children ranging from pre-school to fifth grade, and almost all of those in grades K-5 are integrated for part of the school day. With the cooperation and encouragement of the principal and teachers, three classrooms (one each from grades 1, 3 and 5) were chosen for the project. There were four sessions scheduled one week apart, each lasting thirty minutes. Two hearing impaired children that were normally in the classrooms were used as resource persons. The classroom teachers were also included in the sessions. The sessions had a three-fold approach. First, we wanted the children to be exposed to some of the experiences of a hearing impaired person. Various activities were used. They blocked sound out by covering their ears. They spoke to each other without using their voices and were forced to try to read lips. They listened with the help of different kinds of hearing aids. They listened to prepared tapes on which sounds were distorted. And they discussed their feelings about these experiences.

Second, we wanted to increase their knowledge of the ear and how it works. To help us do this, three graduate students from the University of Illinois Department of Speech and Hearing Science visited during one of the sessions. They made the children aware of the intricacy of the ear, of what can go wrong with its functioning and the importance of proper care. The children were very impressed by such facts as the smallest bones in our body are in the ear, and there are 34,000 hairs inside each ear. Third, we wanted to explain how deaf people compensate for their handicap. They felt vibrations on their throats, noses and cheeks as a tool for learning speech. They were told of doorbells and alarm clocks that are seen and/or felt rather than heard and of telephones that type messages. To address the question of whether or not hearing impairments must restrict life styles and professions, they learned of famous people who are or were hearing impaired.

Following the inservice was an evaluation. As evidenced by the results of a pre- and post-test taken by each child, the overwhelming majority of the children liked the sessions "a lot" and their knowledge of the subject had definitely increased. Their overall assessment of what hearing impaired people can do was much more realistic and twice as many were interested in learning sign language after the sessions.

The possibilities for the use of this type of inservice are many. For example, in our own school there are classes for the orthopedically handicapped. Naturally, the other children have many unanswered questions but plans are developing for the use of occupational and physical therapists as well as teachers of this special school population in a similar program. Other schools have classes for meeting special needs of children, but even in schools without special populations, there would be a real value in such inservices.

Out of our experiences have grown four convictions concerning inservice programs on special populations for children. They are: the children will welcome them, the sessions should be several in number and offered on a regular scheduled basis, the involvement of more than one discipline is necessary, and that we, as professionals working together, will develop a deeper understanding and respect for the expertise of the disciplines involved.

**NAOMI HODGMAN** received her graduate training at Simmons College in Boston and the University of Illinois at Urbana where she obtained an MSW degree. She has been a school social worker for the Champaign Unit IV Schools for the past twelve years. Previously, Ms. Hodgman worked for the Red Cross Home Service Department in Boston and the Champaign County Family Service agency.

**PATTY VOGEL** is a Teacher of the Hearing Impaired in Champaign Unit IV Schools on a year leave of absence completing a Master's Degree in Speech and Hearing Science at the University of Illinois at Urbana. She holds a Bachelor's Degree in Deaf Education from Illinois State University at Normal. She has taught three years at Carrie Busey Elementary School and one summer in Danville, Illinois.

# THRESHINGS

*Editor's note: In this issue Threshings will focus upon efforts to evaluate innovative programs by people involved in these programs. While some objectivity may be sacrificed, by the same token, the spirit of enthusiasm and involvement may be interwoven within the statistics.*

## SOCIAL WORK IN THE SCHOOLS: AN EVALUATION MODEL

Michael McGarrity
Elizabeth LaKind

In November, 1973 a contract to provide social work services in the Santa Fe Public Schools was developed and implemented by the school district and the New Mexico Department of Human Services.[1] The school district was funded to provide services to children with learning difficulties that were related to family or environment. The program contract funded direct services to children and parents and utilized community resources and program development to meet student and family needs.

Initially, two social workers were assigned to two targeted junior high schools with significant low-income populations. Since 1973, these social work services in the Santa Fe Public Schools have expanded to include a staff of eleven workers serving in twelve schools and divisions in the district supported by four separate funding sources. Consequently the basic philosophy and components of practice for school social work in the Santa Fe Public Schools have been identified and compiled in a program guide which was completed and adopted during the 1977-78 school year. This guide specifies the services of the school social work program in the following areas: 1) coordination of services with district programs, 2) basic school social work services provided by the program, 3) curriculum development and program planning, 4) consultation services, 5) community resource utilization and 6) direct services provided to children and families.

The specific components of the practice of school social work is premised on the belief that school social work should focus on the promotion of productive change among school personnel, parents, students and community services to help students to learn to adjust and to adapt so that effective learning can occur. Each of the specified components of practice are broken down into descriptive and detailed functions to clearly indicate the tasks associated in carrying out the process. The basic school social work services are:

A. Direct counseling, both individual and group, with students who have been determined to need a structured program of

interpersonal counseling to aid in attitude, behavior and social adjustment at school.

B. Direct consultation, both individual and group, with school personnel in order to collaborate and develop the best possible educational plan to serve students.
C. Direct community involvement with service agencies in order to seek and develop the best possible resources for students and families who need services unavailable within the school setting.
D. Direct involvement via counseling and conferences with parents in order to solicit and sustain parental participation in resolving student problems which are affecting school performance.
E. Coordination of services for children and families to share essential information, avoid duplication of services, establish priorities for a student's educational plan and facilitate the growth and development of the individual student.
F. Participation in programs which serve the total school population such as program planning, curriculum development, partnership activities in health education, career education and other educational sequences designed to teach students basic concepts of mental health, personal development and critical self awareness.
G. Brief treatment services designed to respond to crisis situations which threaten the health, safety or welfare of families.
H. Informal counseling for students who are experiencing typical situational problems or problems of adjustment which are developmentally normal.
I. Preventative services designed to assist in the development of coping skills which will help the student manage life situations in an effective and responsible manner.

These basic services can be compared to Meares's factor analysis of school social work services. Meares sampled 269 randomly selected respondents with a rating scale survey instrument. Utilizing a varimax rotation technique she isolated seven factors identified by school social work practitioners. The elements consisted of 1) leadership and policymaking functions, 2) educational counseling with children and parents, 3) facilitation and use of community resources, 4) establishment of procedures and plans for school social work services, 5) clarification of the child's problem to others, 6) facilitation of school-community-pupil relationships and 7) assessment of the child's problem.[2] Meares concludes that the description of present school social work practice "falls between the traditional casework approach and the system-change models . . ."[3] This analysis is an accurate description of the Santa Fe Public School Social Work Program which deliberately attempts to provide needed traditional services and encourage institutional change on both a sub-system and system-wide basis.

## PREVIOUS EVALUATION EFFORTS

During the initial year of program operations, a process of

evaluating services was undertaken. Subsequently, this annual evaluation has been carried out regularly in various forms since. During the first four years of the evaluation process, a heavy reliance was placed on compliance with contract requirements, cumulative statistics of caseload data and impressionistic reactions to the School Social Work Program. Proximal goals were assessed in terms of student attendance, drop-out rates and truancy rates of students receiving social work services. Caseload factors were described in terms of sources of referral, family services provided to students, grade levels of students in treatment and units of service. Social workers were asked to do a services outcome analysis based on presenting problems, service plans and treatment modalities.

Outside consultant services were also used to assess program development, utilization and acceptance factors. This was done by an analysis of worker by worker functions within the school and individual interviews with key administrative and teaching personnel in schools. Additionally, parents and students were interviewed individually or in small groups to assess utilization and acceptance factors.[4]

At the end of the fourth program year, 1976-77, a different approach to evaluation was tried. It assessed services in terms of number of clients, units of service, types of services and indirect and community service activities. This was incorporated into an annual report with an addendum prepared by the outside contractor/evaluator.

## CONCERN WITH PREVIOUS EVALUATION DESIGNS

The efforts of earlier evaluation attempts were valuable learning experiences which furthered a need to begin the development of a model. The annual evaluations answered a need to engage in program assessment, and simultaneously raised many questions regarding the objectivity, reliability and validity of the subjective review. At the same time, process-oriented evaluation appeared to have a value if it could be developed into a model which could be applied to school social work services. To avoid a methodology which simply related to monitoring of client data and service sub-tasks, an attempt was made to identify major components which represented a composite system. While issues of objectivity could not be dealt with through the process-oriented model, additional information could be gathered more systematically and used to assess four factors of program operations: acceptance, utilization, coordination and impact. While this approach failed to measure fixed outcome criteria, the present state of the art in social work evaluation techniques does not lend itself to fullfledged quantitative methodology.

## RATIONALE OF PRESENT EVALUATION DESIGN

The six strata of the model developed to evaluate the school social work program were selected to insure a broad-based representative sample within a systems approach.[5] Interview questionnaires were developed under contract by Stephen R. Fiance and Associates

and individually administered to school personnel, including administrators, principals and teachers, students receiving social work services, classroom teachers of a sample of student clients, parents of a sample of student clients, representatives of community service providers and the staff of the social work program. These groups were considered essential in an attempt to gain an over-all composite response to factors under investigation. This stratification also allowed for input from groups interacting with the individual student so that variations could be identified and independent perspectives could be obtained. Furthermore, interviews were scheduled and arranged at all participating school sites to insure for data from all program sources.

The focus this new design needed was to blend the clinical component of direct practice with the program's commitment to system change. As Alderson points out, such a viewpoint must include a traditional clinical element, a school change element and a community-school element.[6] By focusing on acceptance and utilization of school social work services, the focus of the new design attempted to gather information which would address the question of how the program was perceived and used within schools as a relatively new service. By selecting coordination as a factor to assess, it attempted to address the issues attendent to community services, school-family liaison and internal interdepartmental collaboration among school personnel.

A modified differential evaluation process was utilized in developing this evaluation design. The basic intent was to gather information which related to the achievement of program goals represented by curriculum guidelines and to provide descriptive information about the program activities essential to program goals. These two elements are described by Tripodi *et al.* as program effort and program effectiveness, considered basic to the differential evaluation design.[7] A significant element of the differential evaluation process was not included. Program efficiency assessment (information comparing effectiveness to effort) was deleted due to the annual completion of an external audit report which included program compliance information on caseload factors established by contract. Additional data generated by the program on a regular basis, also made it possible to internally monitor program efficiency in direct service activities.

Since this examination involves a model of evaluation rather than a report of specific data, the results will be briefly and generally summarized. Overall, the level of acceptance was quite high, with most respondents rating the program, staff expertise and cultural sensitivity as excellent. Referrals and follow-up service were perceived as understandable, adequate and workable by a significant majority of the sample, with an overall performance rating of 8.25 (1 = Poor; 10 = Excellent). A mean of 8.7 referrals were made to the program by respondents who were overwhelmingly satisfied with the results that accrued from the services provided. The school social work program was seen as a unique and well-coordinated resource within the school district.

Interestingly, responses on intra-staff analysis were dichotomous. The split occured on the difference the program staff made to other respondents, who were almost unanimous in describ-

ing the impact of services to students as positive and in recommending program expansion. School social work staff were less confident regarding the achievement of positive results, but felt that program growth might enhance impact and improve success.

Students were asked to identify problems they had experienced which caused referral for social work services. Because of language and concepts included in the students' survey, no students below the third grade were interviewed. "Bad school grades" was most often named, followed by "feeling unhappy." The school social worker was most often selected by students as the "person who helps you with problems at school." Mothers were next most often named as helping persons. The social workers were described by students as very helpful and students generally indicated that they saw their social worker by choice. Most importantly, student clients felt they were "acting better" since becoming involved with a social worker. The best aspect of seeing the social worker was identified as "It makes me feel better" by most respondents, who thought other kids "think you're lucky" to have an involvement with the worker.

Most teachers felt that the program had been somewhat successful in the achievement of goals with students. "Some progress" was noted by most teachers in the areas of scholastic performance, relationships with peers and relationships within family units. Teachers did not feel any stigma was attached to students receiving services from social workers and gave an overall performance rating to the program of 7.61 (1 to 10 scale).

Parents were unanimously satisfied with the services of the school social work program. In their interviews, they noted excellent progress in the areas of scholastic performance, personal self-esteem of their children and improved family interaction. The only parental suggestions were for expansion of services.

Open ended interviews were conducted with seven area social service programs that had working relationships with the school social work program. These service providers gave high ratings to the program staff for professional expertise and coordination efforts.

Program social work staff were asked about goals and objectives of their programs as well as major areas of program strength and weakness. Interestingly, these school social workers gave highly individualized responses to goals and objectives possibly based on professional practice preferences. Internal issues within the program such as in-service education and administrative functions were addressed. The staff shared the perception of other respondent groups that the greatest impact of services was in the area of improved self-esteem among students without stigma attached to their intervention.[8]

## DISCUSSION

Several areas of concern about the evaluation model deserve mention at this point. Clearly, one area is the problem of "real world" evaluation. Often this is synonomous with a lack of control and a lack of rigor. The major drawback of this model is that it is an *ex post facto* design and suffers from all the weaknesses of such an approach.[9] The evaluator is left with measures from post-tests on one group and one

40

group only, regardless of the stratification employed. That is, there is no comparison group; there is no control group; and there are no pre-test measures to help assess change over time. In addition, the persons selected for the various samples are not necessarily representative along a variety of dimensions, and consequently, care must be taken not to over-generalize from these groups.

What modifications might be considered to increase the utility of the evaluation model? One approach for subsequent years would be to gather what Attkisson has called "planned-access data", that is, information which is routinely collected for use at a future time.[10] Many programs use such an approach; however, this option was rejected for two primary reasons: one, the use of reactive measures would be highly undesirable, especially for use with children in the program and two, possibly instruments that suggest "testing" will weaken the trust of the community towards the program as a whole and engender unnecessary suspicion of its goals. At the risk of possible stereotyping, it must be noted that a large proportion of students who receive help from this program are lower-class minority group members, who are low in trust both for individuals and community.

The lack of any comparison group or control group will, of course, continue to effect the evaluations. However, the difficulties of establishing a comparison group appear insurmountable, and the ethics of limiting service to create a control group preclude such a consideration.

As a correction for the *ex post facto* design, one remaining approach appears promising. This would address the problems of post-test only design by utilizing a retrospective approach, that is, by asking "How did you feel about X when you began speaking with your social worker?" in contrast to "How do you feel about X now?" Further, this approach might be used as an aid in counseling itself, by viewing such information not only as an indicator of program success, but also as an indicator of individual goal attainment and future goal-setting.[11] In effect, this would provide the evaluators with some subjective change score. An interesting approach might be to adapt a goal attainment scaling procedure such as Kiresuk & Lund have developed to ask, "What did you hope to achieve?" and "How successful have you been in achieving these goals?"[12] Data reported in the 1978 evaluation would suggest that measures of self-esteem might be particularly suitable for retrospective analysis.

It is clear from the foregoing that efforts to develop this model will continue, as will efforts to use the assembled information to improve the program of social work in the schools. As Edwards, Guttentag, and Snapper have stated, the purpose of such an evaluation is formative rather than summative.[13] It serves as a public record to document and clarify what the program has accomplished for student clients, but through its approach of interacting systems it reaches beyond staff to administration, parents and teachers to include them as important evaluators of progress.

## FOOTNOTES

[1] Presented at the Rocky Mountain Educational Research

Association Annual Meeting, Albuquerque, New Mexico, November 2, 1978. This evaluation project was funded (in part) under an agreement with the State of New Mexico Department of Human Services.

[2] Paula Allan Meares, "Analysis of Tasks in School Social Work" JOURNAL OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS, Vol. 22, Number 3, May 1977, pp. 196-201.

[3] Ibid, p. 200

[4] For a brief description of previous evaluation efforts within the Santa Fe Public Schools see Louise C. Spence, "School Social Work Services and Title XX: A Viable Partnership" in FEDERAL, LEGISLATION AND THE SCHOOL SOCIAL WORKER edited by Jeanne Everttts, NASW Publication, April 1978, pp. 62-63.

[5] The evaluation was designed and conducted by Stephen R. Flance & Associates, Inc., under contract with the Santa Fe Public Schools. The authors would like to thank Stephen R. Flance, MS and David Berman, MSW for their major contribution to the design of the evaluation and the program evaluation report.

[6] John Alderson, "Response to a Model for School Social Work Practice" SCHOOL SOCIAL WORK JOURNAL, Illinois Association of School Social Workers, Vol. II, No. I, Fall, 1977, p. 11.

[7] Tony Tripodi, Phellip Fellin & Irwin Epstein, DIFFERENTIAL SOCIAL PROGRAM EVALUATION, F.E. Peacock Publishers, Inc., Itasca, Illinois, pp. 39-46.

[8] Information on sample populations and questionnaires is available on request.

[9] Donald T. Campbell & Julian C. Stanley, EXPERIMENTAL AND QUASI-EXPERIMENTAL DESIGNS FOR RESEARCH, Rand McNally, Chicago, 1963.

[10] C.C. Attkisson, W. Hargreaves & J.E. Sorensen, EVALUATION OF HUMAN SERVICE PROGRAMS, Academic Press Inc., New York, New York, 1978.

[11] E.N. Taylor & R. Vineberg, "Evaluation of Indirect Services to Schools" in EVALUATION OF HUMAN SERVICE PROGRAMS, Chap. 15.

[12] T.J. Kiresuk & S.H. Lund, "Goal Attainment Scaling" in EVALUATION OF HUMAN SERVICE PROGRAMS.

[13] W. Edwards, M. Guttentag & K. Snapper, "A Decision-Theoretic To Evaluation Research," HANDBOOK OF EVALUATION RESEARCH, Vol. 1, Sage Publications Inc., Beverly Hills, California, 1975.

**MICHAEL McGARRITY** is coordinator of the Santa Fe Public School Social Work Program and has a part-time private practice. Mr. McGarrity has published articles on school social work in SOCIAL CASEWORK, EDUCATION NEW MEXICO and THE SCHOOL SOCIAL WORK JOURNAL. Mr. McGarrity is an adjunct faculty member of the College of Santa Fe Social Work Program.

**ELIZABETH LaKIND** is a consultant for Stephen R. Flance & Associates. Santa Fe, New Mexico. Dr. LaKind received her Ph.D. in Social Psychology from Columbia University and has published articles in THE JOURNAL OF CRIMINAL JUSTICE, THE JOURNAL OF PERSONALITY AND SOCIAL PSYCHOLOGY, THE JOURNAL OF EXPERIMENTAL SOCIAL PSYCHOLOGY and JOURNAL OF APPLIED SOCIAL PSYCHOLOGY.

# A COMPARISON OF ATTENDING AND NON-ATTENDING JUNIOR HIGH SCHOOL STUDENTS

Jeffrey Shelton

During recent years many public schools have experienced a decline in attendance. Although the most dramatic declines have occurred in urban divisions, the problem also confronts school officials in suburban and even rural areas.[1] Among the many factors which have been cited as contributing to poor attendance are irrelevant curricula, busing, the changing attitudes and aspirations of youth, collapsing discipline in school and home and court decisions adverse to the attendance laws. The difficulties in enforcing compulsory attendance have, in part, led some educators to view mandatory schooling as a "twelve-year sentence."[2] There remains considerable conflict over the merits of compulsory attendance laws in today's society. At present, it does appear that these laws will continue to exist for the forseeable future. Therefore, it is important for educators to increase their study of both non-attending students and conditions in the schools which many contribute to the declining attendance rate. This study concentrates on the former area, but yields implications for the latter.

A review of the literature on school attendance reveals that non-attending behavior may be viewed in three related contexts. The first is the continuing controversy among educators over the wisdom of compulsory attendance laws. The traditional view, as advanced by Costin, is that compulsory education was one way by which children in the late nineteenth and early twentieth centuries were removed from reprehensible working conditions in factories and mines and placed in school.[3] Some revisionists today do not see the origins of compulsory attendance laws as benevolent. Rothbard, for example, traced the development of compulsory education to "educationists" in the middle nineteenth century whose alleged motive was to create uniformity in America through universal public education.[4] These laws today are seen by some authors as an avoidance of the effects of technological change, especially the increase in recreational time for the average citizen.[5] It is unclear to what extent rank-and-file educators agree with such positions. In one open forum, "Should compulsory school age be lowered?"[6], well over half of the school superintendents and higher educators interviewed did not favor the

abolition or dilution of such laws. Nawaz and Tandeer called for a world-wide recognition of quality education as a constitutional right.[7] Compulsory education laws, they stated, only reflect a society's concern for children's welfare and these laws should be supplemented by more alternatives in educational programming.

A second major area in study of compulsory school attendance involves the methods used to enforce the applicable laws. Working with attendance problems is seen as a function in the mainstream of social work, rather than a distasteful, yet necessary, law enforcement responsibility.[8] Approaches to enforcement today are many and varied. They include grade reduction for absences[9], in-school suspension[10] and contingency contracting.[11] However, what seems to be lacking are system-wide approaches to improvement of attendance.

The third area of concern is the study of the phenomenon of non-attendance itself. Kohler provided the rationale for the study of non-attendance behavior in public school: "Growing concern of school districts manifests itself because of the increasing costs of absenteeism and because some of the factors that produce absenteeim may eventually lead to school termination."[12] Some of the research has concentrated on in-school factors, notable the relationship of school attendance to achievement. A strong relationship is supported by some studies[13], while in others, attendance is seen as having a minor impact on achievement.[14] Personal, home and community factory have also been related to school attendance. For example, Tennent reviewed available research on the relationship of school non-attendance to delinquency and concluded that the relationship was a strong one, although the direction of causality could not be determined.[15] Finally, some research has focused on psychological and attitudinal factors in school attendance. Stringer reported on the basis of survey research in St. Louis, Missouri that the great majority of elementary-age truants were described as having two or more of six symptom: daydreaming, depression, withdrawal from peers, academic lag, diffuse anxiety and separation anxiety.[16]

The purpose of this study was to investigate the research question: How can attending and non-attending seventh and eighth grade students be distinguished on the basis of data available in their cumulative records? Because school attendance is an independent variable which cannot be manipulated in a systematic or ethical manner, an *ex post facto* design was selected as an appropriate approach to the study of attendance behavior. Isaac described this type of research design as "causal-comparative."[17] Its purpose is to "investigate possible cause-and-effect relationships by observing some existing consequences and searching back through the data for plausible causal factors."[18] In this study, school cumulative folders were selected as the source of data. Such a source has been termed an "archival" record to contrast it with questionnaire or interview research.[19]

## METHODOLOGY

### Subjects

Subjects for this study were selected from the seventh and eighth grade classes at three junior high schools in Chesapeake, Virginia

(1975-76 school year). The schools are located in a Virginia city with a population of approximately 100,000. The city is the result of a merger of a large county and a city in 1963 and represents a diversity of socio-economic conditions. Approximately sixty percent of the subjects in this study resided in the area of the city where the lowest school attendance normally occurs. However, the city's lowest rate of 88% is considerable above rates in localities of similar population density.

Procedure

Using the school division's attendance computer print-outs for June, 1976, "attending students" were selected from the population of the three schools based on a criterion of nine absences or fewer during the 1975-76 school year. Public health officials estimate that a "normal" absentee rate is seven to nine days per year.[20] "Non-attending students" were selected using the criterion of thirty-six or more days absent during the school year. This criterion was recommended in a study conducted by the Virginia State Department of Education on compulsory attendance and related topics.[21] Since attending students out-numbered non-attending students by four or five to one, a random sample of attending students was selected for this study.

The following types of data were extracted from cumulative records: student's sex, occupation of male head of household, education of male head of household, education of female head of household, number of children in family, days absent — grades one through seven or eight, grades earned — grades one through seven or eight, conduct ratings — grades one through six, significant medical problems, recipient of speech therapy, recipient of specialized evaluation, height and weight in first grade, retentions by grade, recipient of special education services, standardized group achievement scores, and standardized group aptitude scores — grades one through seven or eight. Since in some cases scant data were available on students, a criterion for inclusion of subjects in the study was utilized. The criterion was arbitrarily set at the availability of three or more years of attendance figures for any subject.

## FINDINGS

Results of the Study

Analyses of 104 attending and ninety-eight non-attending students' cumulative folders yielded data on sixty-three data elements. The data were analyzed using the Statistical Package for the Social Sciences (SPSS). The following is a summary of results:

1. Both the attending (A) group and the non-attending (NA) group were evenly divided between males and females. Subjects in the A group averaged about seven months younger than those in the NA group.

2. Fathers and mothers of the A group averaged almost two years more education than those in the NA group. Fathers in A were almost twice as likely to be clerical, sales and lower technical occupations and three times as likely to be professionals or

managers. Fathers in NA were almost twice as likely to hold unskilled occupations.

3. Families of A group averaged fewer children (3.86) than those of the NA group (4.64).

4. Group A subjects were slightly less likely to evidence a chronic medical problem or to have been in speech therapy at some point in their school career. There was no difference between groups in height or weight in the fall of the first grade. NA subjects were four times as likely to have received a specialized evaluation at some point (usually psychological testing).

5. Group A subjects were somewhat less likely to have received a readiness experience before first grade and five times less likely to have been placed in special education at some point.

6. Group NA showed a much higher incidence of retention (44.9%) than group A (14.4%). Many more NA subjects (11.2%) than A subjects (1.9%) had been retained two or more times. The great majority of retentions for both groups took place in the first three grades, but only NA subjects had failed grades in junior high school.

7. Group A subjects averaged significantly fewer days absent than group NA subjects at every grade level from first to junior high school.

8. Grade averages of the A group in reading, language arts and math or arithmetic were significantly higher than the NA group throughout their school careers. However, A subjects received significantly more positive conduct grades than NA subjects only in the third and fifth grades.

9. Group A subjects performed significantly better on the standardized achievement test grades four through eight. However, differences between groups were not significant in grades one through three. Generally, both groups did better in math or arithmetic than reading or language arts.

10. There was no significant differences on any of the intelligence or aptitude tests except the Metropolitan Readiness Test. On the latter, given in the fall of the subjects' first grade, group A subjects scored significantly better.

11. The discriminant analysis revealed sharp differences between the two groups with a high degree of predictability for both group A (96%) and group NA (99%). Inspection of the highest discriminant function coefficients indicated that various achievement measures were the most frequent, powerful discriminators of the two groups.

## Discussion and Implications

The results of this study provide strong support for those such as Glasser, who stress the negative impact of failure on student performance in school.[22] While some background variables such as education of parents did discriminate, it is most important to note that the groups scored significantly different on only one aptitude test and no achievement tests in the first three grades. However, the non-attending students were retained five times as often in those grades and received significantly lower marks at ALL grade levels.

Dealing with the problem of early failure may best be done through a dual approach. First the present grading system could be eliminated in favor of a non-graded or pass-fail system. In conjunction with this, school divisions might be required to meet minimum group achievement levels at each grade level. The second approach would be to enforce strictly the compulsory law during the elementary grades with parents bearing the legal responsibility and penalties. This second approach would be reviewed annually to assure its continued usefulness in conjunction with non-graded or pass-fail educational programs.

While compulsory attendance may continue to exist, its application should involve not only sanctions but also incentives. Some of these might include contingency contracting schemes for non-attending students, competition between homerooms for attendance awards such as field trips and initiation of group work with parents of non-attending students either at school or at other locations in the community, including homes. The low educational level of parents of non-attending students may create a fear on their part of having contact with their children's schools. These parents might be involved in various volunteer activities including: parent aide, social work aide, homeroom parent, office aide and career education assistant.

Most of the above activities have been applied at various locations, but rarely is a system-wide "push" to improve attendance through involvement of the non-attending student and his parents. Where such efforts fall short, however, legal measures may still be necessary in some cases.

One final approach to reducing the number of non-attending students is suggested by the significant differences between the two groups in this study on the Metropolitan Readiness Test. Although this test "proved to fall considerably short of an evaluation of the total organism," it does provide a gross indicator that a large number of students may come to the first grade unprepared for the school experience.[23] Headstart experiences provided to a greater proportion of non-attending students than was evidenced here (9.4%) might better prepare some students for the academic and social demands of the public school.

By the time the attending and non-attending students in this study reached junior high school, they were easily differentiated in terms of past performance and probable outcome. At least three grades behind in reading, language arts, and math achievement and failing in school, the majority of the non-attending students appear certain to be waiting only to reach the age to drop out of school. While the calamity of "early leaving" has perhaps been overstated in the educational literature, what seems most regrettable is that these

students do evidence ability and achievement in the early grades. If potential members of the "at-risk" group are to have a positive experience in school, educators must make a serious committment to system-wide changes such as those recommended here.

## FOOTNOTES

[1] Johnson, H.M., "Are Compulsory Attendance Laws Outdated?" PHI DELTA KAPPAN, 1973, 55(4), pp. 226-232.

[2] Rickenbacker, W.F., THE TWELVE-YEAR SENTENCE, La Salle, Illinois: Open Court, 1974.

[3] Costin, L.B., CHILD WELFARE: POLICIES AND PRACTICES, New York: McGraw Hill, 1972.

[4] Rothbard, M.N., Historical Origins. In W.F. Rickenbacker, ed., THE TWELVE-YEAR SENTENCE, La Salle, Illinois: Open Court, 1974, pp. 11-34.

[5] Spring, J.A., "Sociological and Political Ruminations", in W.F. Rickenbacker, ed. THE TWELVE-YEAR SENTENCE, La Salle, Illinois: Open Court, 1974, pp. 139-162.

[6] "Should the Compulsory School Age Be Lowered?", SCHOOL MANAGEMENT, 1974, 18(8), pp. 24-26.

[7] Newez, M. and Tendeer, S.A., "Compulsory Education: National and International Perspective," EDUCATIONAL LEADERSHIP, 1975, 32(4), pp. 278-282.

[8] Nesbit, E., "Finding the Causes of Non-Attendance", SOCIAL WORK, 1957, 2(1), pp. 81-86.

[9] McCullough, D., "No Excuses Wanted - Or Needed", SCHOOL MANAGEMENT, 1974, 18(4), pp. 28-29.

[10] Moosha, W.G., Harvey, D.L., Wilson, D.J., and Middleton, G.A., "In-School Suspension", Report by Virginia Beach, Virginia, Public Schools, April, 1976.

[11] Brooks, B.D., "Contingency Management as a Means of Reducing School Truancy," EDUCATION, 1975 95(3), pp. 206-211.

[12] Kohler, L.T., "The Student Absentee", a paper presented at the Annual Convention of the American Association of School Administrators, February, 1976, p. 1.

[13] Nelson, J.I., "Student Non-Attendance, Class Truancy and Failure at the Secondary Level," DISSERTATION ABSTRACTS INTERNATIONAL, 1973, 33(7-A), pp. 5445-5446.

[14] Karweit, N.L., "Rainy Days and Mondays: An Analysis of Factors Related to Absence From School," Center for the Study of Social Organization of Schools, The John Hopkins University, Report #162, 1973.

[15] Tennent, D.G., "School Non-Attendance and Delinquency," EDUCATIONAL RESEARCH, 1971, 13, pp. 185-190.

[16] Stringer, L.A., "Children at Risk: The Unready for School," THE ELEMENTARY SCHOOL JOURNAL, 1973, 73(7), pp. 364-373.

[17] Isaac, J., HANDBOOK IN RESEARCH AND EVALUATION, San Diego: Robert R. Knapp, 1971, p. 22.

[18] Ibid, p. 22

[19] Webb, E.J., Campbell, D.T., Schwartz, R.D. and Sechrest, L., UNOBTRUSIVE MEASURES, Chicago: Rand McNally, 1966.

[20] "Student Attendance and Absenteeism," THE PRACTITIONER, 1975, 1(1), pp. 1-12.

[21] Virginia Department of Education, "Compulsory Attendance, Child Labor, Workman's Compensation and Related Laws," Report to the State Legislature, June, 1975.

[22] Glasser, W., SCHOOLS WITHOUT FAILURE, New York: Harper and Row, 1969.

[23] Ilg, F.L. and Ames, L.B., SCHOOL READINESS, New York: Harper and Row, 1965.

**JEFFREY SHELTON** is a Domestic Relations Counselor with the 1st District Court Services Unit in Chesapeake, Virginia. Formerly, Mr. Shelton was supervisor of the Visiting Teacher Program for the Chesapeake, Virginia public schools. He worked as an agency social worker and as a pupil personnel teacher consultant at the elementary and secondary levels. Mr. Shelton is also a doctoral student in Counseling at William and Mary College.

# SOCIAL AWARENESS GROUP FOR GIRLS WITH POOR SELF-CONCEPT

by Nancy Calhoun

Allegheny Intermediate Unit (AIU) is a regional service agency in Western Pennsylvania (surrounding Pittsburgh) that cooperates with 46 suburban school districts and remains in close touch with the Pennsylvania Department of Education. As one of the 29 such units in the state, it offers programs and services to meet the needs of our more than 250,000 kindergarten-through-high school students.

The Pupil Personnel Program is one of seven services supported by the districts of the AIU and by state monies to provide these services. A large part of Pupil Personnel staff time is involved in the provision of indirect services as well as of direct services to the districts of the AIU. These services are developed, maintained or discontinued each year on the basis of district needs. The direction in which innovative or adaptive indirect services are developed within the Pupil Personnel Program is an outgrowth, in large part, of the annual needs assessment meetings with district superintendents. It is the primary goal of this program to meet, through its small staff of psychologists, social workers and contracted resource teachers, the specific needs of children who have been referred to the Pupil Personnel Program for diagnostic and/or clinical evaluation.

Despite many efforts on the part of school personnel, a number of children who have notably poor self concepts come to the attention of Pupil Personnel staff through this system of referrals. For the most part these are the children who have had few or no successes academically, athletically or socially within the school setting.

As an outgrowth of service provided by a specialist in social work from the Pupil Personnel Program to the Mt. Lebanon Senior High School, an innovative project was introduced to a small group of five high school girls all of whom had a very low self concept. These girls were experiencing little or no academic success and had been placed in selected classes which might promote success for them. In addition and as an adjunct to these classes, a fashion model who is also a certified teacher of cosmetology with extensive experience in public relations was engaged to work with these five girls over three separate class periods. This was felt to be appropriate because their feelings of worthlessness were reflected in their appearance. Even

after the first of these sessions there was a noticeable change in the appearance of all five girls. During the second and third class periods it became apparent that the five girls saw the fashion model as an interested and helping adult and they positively identified with her as a self-sufficient, self-assured person.

Because of the favorable outcome from this short encounter, a pilot study was planned and funded by the Hency C. Frick Education Commission. Three districts agreed to participate. These three districts (Duquesne, Upper St. Clair and West Mifflin) were chosen because they represent a broad range across the continuum of socio-economic status; one district is predominantly an industrial community and one is predominantly residential.

In each district a group of female students was identified by school personnel as having poor self-concepts. Three small groups, one from each district, were identified composed of between ten and twelve students from the 9th grade. One district included 10th, 11th, and 12th grades. Six weekly one-hour sessions were constructed for these students. The content of the six sessions included: (1) Getting to Know You; (2) Make-up; (3) Total Personal Appearance; (4) How to Like Me; (5) Innovations in Fashion; (6) Summary. The role of the fashion model chosen to teach these sessions was a dual one. She was to present the course material and to demonstrate a personal interest in these girls whose prior school participation had failed to help them see their self-worth. It was anticipated that through such a teacher-student relationship a positive transference would be effected so that the teacher would serve as a role-model for the students.

It was hypothesized that following these six sessions the students would demonstrate an improved self-concept as measured by Hudson's Index of Self-Esteem and as measured by the Self Appraisal Inventory. Using the above instruments, a pretest was administered to all students during each of the first of the six meetings. The post-tests were administered at the final meeting of these sessions. The difference scores between pre and post tests were obtained for the self-esteem measures and for each of the four subscale measures of the Self Appraisal Inventory: peer, family, school and general.

RESULTS:

Table I below provides the means for the pretest and post-test scores along with the group size and standard deviation of the scores of each of the districts using Hudson's Index of Self Esteem (ISE). This index "measures the degree or magnitude of a problem the client has with the evaluative component of self-concept." High scores are indicative of poor self-concept. (Table I) As can be seen from Table I, the group post-test means are consistently lower across all districts. District 3 had the greatest improvement in mean score and District 1 had the least mean improvement.

The ISE has a clinical cut-off score of 30. (Table I) The means for all three groups are above this cut-off score prior to the "treatment" program of six sessions, whereas all three means fall below this cut-off score following the treatment. A one-tailed test of correlated

means was used to determine the statistical significance of the differences between pre and post test scores for each district and combined students. Table II summarizes the results.

Although the district samples were small, all groups following the treatment program showed significant improvement in self-concept scores as measured by the Hudson Index of Self Esteem.

The analysis of the results of pre- and post-measures using the Self-Appraisal Inventory was limited to groups I and II. In one district the post-test was not administered by the district in accord with the standardized procedure. An inspection of this post-test data revealed extreme responses which were the opposite of the pre-test responses. The data from this district was, therefore, not used in the statistical analysis.

The sixty-two statements of the Self Appraisal Inventory yield a score of general or global self esteem plus subscales which measure three separate aspects of the self-concept on this instrument. (Table III) As can be seen from Table III, the means for each of the two districts are higher for each of the four subscale tests on the post-test measure suggesting consistent improvement over all scales for both groups.

As can be seen from Table IV the overall increase in post-test measures on the Self Appraisal Inventcry were statistically significant beyond the .025 level for all four scales. However, on three of these scales the mean differences failed to reach significance in one or the other of the two districts. It can be readily concluded that following the "treatment" program both groups demonstrate a better appraisal of self in relationship to peers as measured by the peer subscale on the Self Appraisal Inventory. However, only one of the two districts evidence a significantly higher score in self appraisal related to family, school or general aspects.

Of the four subscales, that one which was most likely to be influenced by the specific course content in the "treatment" program and, or by the positive transference with the teacher would, of course, be that most closely related to course content. As can be seen by an inspection of the items the peer subscale touches more closely on those aspects of self-concept related to the perception of others. The possibility that improvement in this aspect of self-appraisal effects other aspects such as school, family, and general self-appraisal, although suggested by the data, is not substantiated by the statistical findings.

Data concerning academic achievement were available in only one district. This data is insufficient to warrant a formal analysis. However, by dividing the girls into low, mid- and high achievers (N from 3 to 5 in each subgroup) a visual comparison of the mean difference scores across the continuum of academic success can be made. The results (Table V) suggest that those girls in the high academic level (achievers) show relatively less improvement in self-concept on either of the measures than do the girls in the lower achievement levels. It may well be that the effectiveness of a program such as this one, designed to enhance self-image, is more effective for those students who are not achieving academically.

In all three districts, in evaluating their experience the students described the program as exciting and enlightening. In addition, their

spontaneous comments reflect their awareness of improved feelings about themselves. However, they fairly consistently expressed the wish that the program had continued over a longer period of time and that it should be designed to include more students than themselves.

The district administrator in each of the three districts who was instrumental in helping to arrange student schedules for this program expressed his awareness of the positive gains by the students over the six weeks. Each volunteered to further express this evaluation of the program by letter.

It would seem warranted to conclude that the program provided an opportunity for growth on the part of the students in feelings of self-worth. On the basis of this program experience it would seem highly appropriate to design and recommend for incorporation within the home economics program or other curriculum, a series of six or more sessions comparable to these at the junior high or high school level. Such a program would perhaps best be designed for those female students about whom counselors have concern because of the student's apparent poor concept of self.

**TABLE I**
**INDEX OF SELF-ESTEEM**

Pretest and Post-test Means and Standard Deviations
by District Groups and by Total

| | N | Pretest Means | Standard Deviations | Post-test Means | Standard Deviations |
|---|---|---|---|---|---|
| District 1 | 12 | 33.0833 | 9.7277 | 26.4167 | 9.4624 |
| District 2 | 10 | 36.7000 | 10.1001 | 28.9000 | 8.0753 |
| District 3 | 11 | 38.0000 | 14.0143 | 27.0000 | 17.6182 |
| Total | 33 | 35.8182 | 11.2818 | 27.3636 | 12.1342 |

**TABLE II**
**INDEX OF SELF-ESTEEM**

Mean Difference, Standard Deviation and Standard Error Scores
by District Groups and by Total

| | Mean Difference | Standard Deviations | Standard Error | t | P* |
|---|---|---|---|---|---|
| District 1 | 6.6667 | 9.4324 | 2.7229 | 2.4484 | .025 |
| District 2 | 7.8000 | 7.8145 | 2.4712 | 3.1564 | .015 |
| District 3 | 11.0000 | 10.0000 | 3.0151 | 3.6483 | .0015 |
| Total | 8.4545 | 9.0867 | 1.5818 | 5.3449 | .001 |

*one-tailed test

**TABLE III**
**SELF-APPRAISAL INVENTORY**

Pretest and Post-test Means and Standard Deviations
by District Groups and by Total for Each
of Four Subscales

| | N | Pretest Mean | Standard Deviation | Post-test Mean | Standard Deviation |
|---|---|---|---|---|---|
| Peer Subscale: | | | | | |
| District 1 | 12 | 49.6667 | 3.1140 | 53.2500 | 5.2245 |
| District 2 | 9* | 46.6667 | 3.1623 | 48.7778 | 3.3082 |
| Total | 21 | 48.3810 | 3.4129 | 51.3333 | 4.9531 |
| Family Subscale: | | | | | |
| District 1 | 12 | 46.4167 | 6.8684 | 49.4167 | 7.9138 |
| District 2 | 9* | 47.6667 | 7.8740 | 49.5556 | 5.7687 |
| Total | 21 | 46.9524 | 7.1518 | 49.4762 | 6.9110 |
| School Subscale: | | | | | |
| District 1 | | | | | |
| District 2 | 9* | 40.2222 | 7.3276 | 42.8889 | 5.7325 |
| Total | 21 | 40.5714 | 6.577 | 42.4286 | 6.8889 |
| General | | | | | |
| Subscale: | 12 | 42.5000 | 3.8019 | 47.5000 | 4.6417 |
| District 1 | 12 | 42.5000 | 3.8019 | 47.5000 | 4.6417 |
| District 2 | 9* | 43.5556 | 4.2753 | 45.5556 | 5.1747 |
| Total | 21 | 42.9524 | 3.9431 | 46.6667 | 4.8511 |

*one student of this group of 10 used the wrong forms.

**TABLE IV**
**SELF-APPRAISAL INVENTORY**

Mean Differences, Standard Deviation and Standard Error Scores
by District Groups and by Total for Each
of Four Subscales

| | Mean Differences | Standard Deviations | Standard Errors | t | P* |
|---|---|---|---|---|---|
| Peer Subscale: | | | | | |
| District 1 | 3.5833 | 4.5017 | 1.2995 | 3.5596 | .01 |
| District 2 | 2.1111 | 2.6194 | .8731 | 2.4180 | .025 |
| Total | 2.9523 | 3.8010 | .8294 | 3.5596 | .005 |
| Family Subscale: | | | | | |
| District 1 | 3.0000 | 5.3767 | 1.5521 | 1.9329 | .05 |
| District 2 | 1.8889 | 5.8405 | 1.9468 | .9702 | ** |
| Total | 2.5238 | 5.4646 | 1.1925 | 2.1164 | .025 |

**TABLE IV — Continued**

| | Mean Differences | Standard Deviations | Standard Errors | t | P* |
|---|---|---|---|---|---|
| School Subscale: | | | | | |
| District 1 | 1.2500 | 3.9109 | 1.1290 | 1.1072 | ** |
| District 2 | 2.6667 | 2.9580 | .9860 | 2.7073 | .015 |
| Total | 1.8572 | 3.5254 | .7695 | 2.3420 | .025 |
| General Subscale: | | | | | |
| District 1 | 5.0000 | 4.8053 | 1.3872 | 3.6044 | .005 |
| District 2 | 2.0000 | 3.9686 | 1.5229 | 1.5118 | ** |
| Total | 3.7143 | 4.6167 | 1.0074 | 3.6870 | .005 |

*one-tailed test.
**probability is greater than .05.

**TABLE V**

Mean Difference Scores From Pre-Test to Post-Test on the Hudson Index of Self-Esteem and the Self-Appraisal Inventory Subscales for Three Levels of Academic Achievement

| Achievement Level | Hudson Self-Esteem | Mean Difference Scores: Self-Appraisal Inventory Subscale** | | | |
|---|---|---|---|---|---|
| | | Peer | Family | School | General |
| High | - 1.4 | + .6 | -1.8 | + .6 | +2.00 |
| Med | -14.00 -19.76 | +4.25 +12.02 | +5.5 +11.94 | +2.75 +3.08 | +8.00 +14.00 |
| Low | - 5.76 | +7.77 | +6.44 | + .33 | +6.00 |

**positive scores show improvement.

**NANCY CALHOUN** is a social worker in the pupil personnel program of the Allegheny Intermediate Unit in Pittsburgh. Previously, Ms. Calhoun worked with the Easter Seal Society. She has a BA in sociology and an MSW from the University of Pittsburgh.

# BOOK REVIEWS

**A PROFESSIONAL'S GUIDE TO WORKING WITH THE LEARNING DISABLED CHILD,** Selma G. Sapir & Bernice Wilson, New York: Brunner/Mazel, Inc., 1978.

reviewed by Nancy Warner

Sapir and Wilson have succeeded admirably in providing an articulate and informative volume that can help to bridge the gap between professional jargon and a true pragmatic understanding of the nature and needs of the learning disabled child. The fruits of each author's professional experience in working with children and the comprehensive detailing of many diagnostic instruments and treatment strategies make A PROFESSIONAL'S GUIDE TO WORKING WITH THE LEARNING DISABLED CHILD valuable as both professional development literature and as a desk reference. Many contemporary terms such as "least restrictive environment," "I.E.P.," and "due process" are defined and followed by an interpretive discussion that is presented in a fluid and readable fashion. The concept of a "child specialist" is introduced to stimulate and encourage an integrated and interdisciplinary approach toward meeting the needs of handicapped children; the goal of the model is the coordination of professional efforts of physicians, psychologists, social workers and community advocates in order to create a support system for guiding the identification, education and counseling of handicapped children and their families.

A technique termed "Diagnostic Counseling" is introduced in the initial chapter. This procedure explains ongoing information exchange and feedback between families and professionals designed to assist the child and the parents in coming to terms with the difficulties being defined. This is followed by a chapter on psychoeducational evaluations. By providing a description of the testing situation in addition to a review of a great many commonly used tests, including the test's purpose, content, age range, administration time, and a brief evaluative statement on the instrument, the authors have helped to "demystify" psychological testing. At the same time, many concrete suggestions for informal assessment are introduced in an effort to encourage anyone working with a child to employ purposeful observation techniques.

The chapters on treatment plans and educational programs address salient issues of academic adjustment and life planning relative to handicapped children. Specific approaches to reading, arithmetic,

language and handwriting are delineated and discussed in terms of their efficacy when employed with children of various strengths and weaknesses. Three subsequent chapters delve into more specific detail on education of children with minimal brain dysfunction, children with cerebral palsy and the mentally retarded child.

Perhaps the most significant and timely aspect of this book is contained in its final two chapters. The succinct encapsulation of Public Law 94-142, The Education for All Handicapped Children Act, presents a clear picture of what this law promises, its intent, the problems incurred in an attempt to comply with the law, and the ramifications and potential dangers surrounding its future implementation. This discussion is followed by an examination of salient issues and questions such as early identification, prevention, and the impact of the mass media.

The information presented in Sapir and Wilson's volume is both understandable and practical. It would be most useful in helping parents to achieve a deeper understanding of their child and the diagnostic-instructional process he is experiencing, in introducing students of social work, school psychology, speech therapy, and special education to the arena of working with handicapped children, and serving as a guide for working professionals who are attempting to keep abreast of both current trends and caseload demands. The warm, supportive, individualilstic approach combined with specific operational suggestions for assessment and programming make this book a useful tool as opposed to an abstract philosophical exposition. Perhaps it reflects to a greater extent what we are hoping and striving to achieve rather than were we are in terms of our approach to and provision of services for handicapped children; however, the presentation is concrete enough to allow professionals to envision not only the end, but also the means to that end Clearly, we've only just begun . . .

**NANCY WARNER** is a school psychologist in the Champaign Community Unit District #4. Ms. Warner has a master's degree in School Psychology from Western Illinois University and earned a bachelor's degree in Psychology and Social Science from Colorado State University.

**TASK CENTERED SYSTEMS,** William J. Reid, Columbia University Press, 1978.

reviewed by Marjorie McQueen Monkman

THE TASK-CENTERED SYSTEM, the author's third book on this topic, builds from his other works to make this volume his most complete formulation of this approach to clinical practice. The first and largest section of the book examines the problem-oriented theory that underlies the task-centered model. Although the rationale for the problem-oriented theory is elaborately described and the means for making the problem more specific assume an inordinate proportion of the book, the definition of problem, however, seems to be simply what the client wants to change. Reid says that problems are defined as unsatisfied wants rather than needs and that stress on wants forces attention from the beginning on the kind of change that the client expects. The approach is also limited to those wants (or problems) that the client can alleviate through independent action, to those problems that the client has acknowledged and to problems that are relatively specific.

Chapters five, six and seven are a detailed description of the strategies used in the model. Careful attention is given to the quality of the relationship between the worker and the client. This "constructive problem-solving" relationship should accomplish two purposes: the client's attitude toward potential helpers should be enhanced and; the client's ability to alleviate psychosocial problems (or wants) should be enhanced.

In the task-centered approach an initial contract is developed after tentative agreement has been reached on the target problem. In addition, formulating goals of treatment are a part of the contract. "A treatment goal sets forth the desired end that the practitioner and client agree to work toward. Since any problem is an expression of an unsatisfied want, a treatment goal can be thought of as a statement of what he can realistically expect to attain with the social worker's help." Formulation of goals sets the stage for the development of tasks, which then becomes the means of goal achievement.

While the name of this approach is task-centered, much more attention is given to developing a problem-centered model. Reid has, however, developed a very helpful approach to specifying task in a way that makes measuring achievement possible. It seems to me that

his model would be more useful if it simply stated that its purpose is to help clients bring about "wanted changes" and if it concentrated much more on establishing tasks and goals. As his research indicates, problem formulation assumes a disproportionate amount of worker-client time.

The chapter on working with families and groups seems to have a different orientation. The focus is on the interaction between a husband and wife, parent(s) and child or members of a group. The focus on interaction does not seem to identify a problem or blame on any one part of the interaction. It places greater emphasis on the task to be done by each party to accomplish a desired change.

Chapter ten is devoted to reporting a major controlled test of task-centered work with clients. Reid and his collaborators are to be commended for their efforts to evaluate the task-centered approach. This is an unprecedented piece of model development and evaluation in social work. The chapters on recording and on training serve as examples of the efforts of Reid and his colleagues to make the task centered approach available, useful and to evaluate their efforts.

**MARJORIE McQUEEN MONKMAN** is an associate professor at the University of Illinois, Urbana in the School of Social Work. Ms. Monkman teaches a doctoral seminar on interventions, has coordinated the university school social work program and will teach a course designed for school social work called, Intervention Strategies for Institutional Change.

**CONSULTATION IN SOCIAL WORK,** Alfred Kadushin, New York: Columbia University Press, 1977.

reviewed by Barbara Jo Morse

In an area of social work which receives little attention in graduate and undergraduate training, Professor Kadushin's book provides a sound theoretical and practice framework for consultation. In view of the fact that school social workers, in their daily practice, must rapidly switch practice modalities (from diagnostician to clinician to crisis intervenor to consultant, etc.), Kadushin's dual presentation of theory and its application makes this a book especially useful to social workers who are entering a public school setting. This reviewer found CONSULTATION IN SOCIAL WORK to be an encapsulation of many of the issues identified by social workers as their services were introduced into a large public school system.

Kadushin defines social work consultation as "a problem-solving process in which help, purely advisory in nature, is offered by the social work consultant to a consultee (individual, group, organization, community) faced with a job-related problem." He distinguishes consultation from supervision, inservice training, collaboration and therapy. A key element of Kadushin's model for consultation is his emphasis on the importance of both content and process in consultation. He cites research which illustrates what he calls the "faulty process-oriented bias in social work consultation" and which affirms the effectiveness of consultation in which content is a major component. The effective consultant is an "expert" who can balance directive and non-directive elements in the consultation process. An ineffective consultant is likened to a "Good Humor man with an empty truck." Of special interest to school social workers is that much of the research cited relating to effectiveness is drawn from studies of consultation to schools.

As a result of recent federal legislation (P.L. 94-142), social work services are increasingly being introduced into school systems. Social workers are part of diagnostic and treatment teams, policy planning, and inservice training. As social workers become more aware of inequities in the school system and identify the need for services for children who do not qualify for categorical programs, they will have to consider what Kadushin has introduced into the consultation typology — advocacy consultation. Since this involves

"redistribution of power and rewards (and)...may involve deliberate intensification of tension and conflict," the social worker will have to find powerful allies within the system and the community in order to be effective. In his research, Kadushin identified the frequency of use of client-centered case consultation, consultee-centered case consultation, program-centered administrative consultation and consultee-centered administrative consultation. He received no indication of the use of social work advocacy consultation. An area for further exploration and research would be the question of advocacy consultation by social workers employed in a host setting.

In summary, Kadushin's book provides not only a useful model for practice and clarification of consultation issues, but also a challenge to expand the concept of consultation to include an advocacy component.

**BARBARA JO MORSE** is a school social worker in Fairfax County, Virginia. Previously Ms. Morse has worked as a social worker in a mental health center, in a hospital and as a foster care worker for the Alexandria Department of Social Services. She has also been a social worker with the Seattle State Department of Public Assistance.

# Book Notes

Boston Women's Health Book Collective. OURSELVES AND OUR CHILDREN. New York: Random House, 1978. This is a book by and for parents which carefully explores many important issues including: deciding about parenthood, parenthood during the early teenage and grown-up years, shared parenthood, single parents, families, society's impact on parents, and finding help for yourself. Particular assets of the book are extensive bibliography, listings of organizations for parents, and easy-to-use reference index.

Caplan, Frank, editor. PARENTS YELLOW PAGES—A DIRECTORY BY THE PRINCETON CENTER FOR INFANCY. New York: Anchor Books, 1978. Over 500 pages of useful information, suggestions for further reading, and listings of national and regional service organizations make this directory an interesting addition to the school or home library. Particularly of interest to school social workers are sections on learning disabilities, gifted children, legal rights, school-home communication, sex education and parent education.

Coons, John E. and Stephen D. Sugarman. EDUCATION BY CHOICE. Berkeley: University of California Press, 1978. Two law professors present the case for parents being given vouchers for their children's education. They argue that this plan is in the child's best interest, satisfies the Constitution and can integrate schools naturally.

Elardo, Phyllis and Michael Cooper. AWARE: ACTIVITIES FOR SOCIAL DEVELOPMENT. Menlo Park, California: Addison-Wesley Publishing Company, 1977. This handbook contains discussion activities to help students develop positive attitudes, feelings, and behaviors toward each other. It is written in a detailed lesson plan format and has many photographs for discussion.

The Gemini House Collective. THE GEMINI HOUSE MANUAL. Champaign, Illinois: Research Press, 1979. This manual focuses on promoting treatment for drug abuse through crisis intervention, counseling and education. It is a valuable resource which answers almost every question about the use and abuse of drugs.

Mocker, Donald W. and George E. Spear, editors. URBAN EDUCATION: A GUIDE TO INFORMATION SOURCES. Detroit: Gale Research Press, 1978. Divided into three major parts, this guide uses a problem-centered format to discuss changes in the urban environment that have affected the education of youth, non-traditional programs and degrees, and the growing concerns for lifelong learning. Most of the works cited in this guide appeared in the 1970's and reflect a wide variety of issues associated with urban education.

94-142 AND 504. NUMBERS THAT ADD UP TO EDUCATIONAL RIGHTS FOR HANDICAPPED CHILDREN. Children's Defense Fund. 1520 New Hampshire Avenue N.W., Washington, D.C. 20036. This pocket size guide presents an overview of the laws and children's rights under them. Also included are resources and appendices which have additional information on sources at the local, state, and national level.

Pasternak, Michael. HELPING KIDS LEARN MULTI-CULTURAL CONCEPTS. Champaign, Illinois: Research Press, 1979. This handbook offers over 100 activities that can be used to develop multicultural education in school and community programs. It focuses on encouraging healthy, self-concepts and relationships while exposing students to a variety of lifestyles and cultures.

Schwab, John, Roger Bell, George Warhert, and Ruby Schwab. SOCIAL ORDER AND MENTAL HEALTH. New York: Brunner/Mazel Publishers, 1979. This book presents the results of a study of mental health risk in a county in North Florida. The results show interesting relationships between the social and cultural changes of the county to mental health and mental illness.

Wolman, Benjamin. CHILDREN'S FEARS. New York: Grosset and Dunlap, 1978. This work focuses on the role of the parent in preventing fears and in dealing with children's fears. Fifty-three common fears of childhood are analyzed.

Books reviewed by Nancy Feyl Chavkin

# FILM REVIEWS

I'M SEVENTEEN, I'M PREGNANT, (34 minutes) Produced by Planned Parenthood. Available from any Planned Parenthood agency. $17.00 rental.

The film follows a white, middle-class high school girl who becomes pregnant and decides to keep her child. It illustrates the difficulties she has with her parents and how she matures to the point of making the difficult decision, two years later, to place the child for adoption. The movie is extremely poignant and could be useful to those working with unwed mothers as well as other high school students.

SUNDAY FATHER, (11 minutes) Distributed by Films, Inc., Skokie, Illinois 60076. $25.00 rental.

Sunday's father is a divorce who takes his daughter on a once-a-week Sunday afternoon outing to Central Park. Dustin Hoffman plays the father trying to be friends with a little girl he sometimes feels barely knows him. There is no dialogue, but the feelings and relationships of both father and child are touchingly captured on film. This movie could be used to foster discussion with groups of single parents and/or children of divorced parents.

THE VANISHING MOMMY, (25 minutes) Distributed by Films, Inc., Skokie, Illinois 60076. $25.00 rental.

This film is a documentary that examines the question of working mothers — why they work, the problems they face at home and on the job and the effects on their children. Many feel guilty about leaving their children with a surrogate parent. Some work out of economic necessity and some out of psychological need. This is a useful film for working mothers and for those who are contemplating going to work. Because THE VANISHING MOMMY is a documentary, it realistically presents the impact of how mothers' working affects the lives of real families.

HOW CLOSE CAN YOU GET, (10 minutes) Produced by Dimension Films. Available through the University of Illinois Library Film Service at a charge of 50¢.

The statement, "No matter how close you get to another person, you are still alone," sets off a discussion of expectations of marriage. Some of the teen-agers in the film are looking for total involvement with their potential partners while others feel that this is impossible or dangerous. In and of itself this is a lightweight film with not much substance, and the reactions of the adolescents are often obvious. However, it could stimulate meaningful discussions with high school groups.

GILLY THE SALAMANDER, (16 minutes) Produced by Coronet Films. This film is available through school libraries.

Because Gilly is the only salamander in the pond, he tries to find out who he is by comparing himself to other animals around him. Although the film was intended to be used in the primary grades for science and language arts studies, it could also be used to facilitate group discussion on identity. It is a beautifully photographed and whimsical film.

WARTY THE TOAD, (13 minutes) Produced by Cornet Films. This film is available through school libraries.

In an intriguing twist of an old theme, Warty is vain about his ugliness and feels sorry for animals who aren't ugly. Through this unique tale, pupils learn that the important thing is not what is on the outside, but what is on the inside. As with GILLY THE SALAMANDER, WARTY THE TOAD was written as an adjunct to studies in language arts. However, it is an excellent vehicle to discussions on identity and prejudice with primary age children.

THE JOGGER, (9 minutes) Produced by Ernest Garthuaite and Gordon Webber. Available through the University of Illinois Library Film Service at a fee of 50¢.

As a man jogs through New York's Central Park, the voices of a man and a woman reveal the various stages in their relationship — courtship, romance, marriage and the dissolution of their marriage. Changes in season from spring to summer to bleak winter accompany the exposition of the two personalities and their difficulties. Although it is an interesting idea for a film and althcugh it could be used to encourage discussions about relationships with high school students and parent groups, it is not well produced. Watching a man jog for 9 minutes is, in fact, boring, and the dialogue is not always clearly understood.

A FABLE, (19 minutes) Produced by Fred A. Niles Communication Center, Inc. Available through the University of Illinois Library Film Service at a fee of 50¢.

In pantomime, Marcel Marcau illustrates the moral, "If you lock out your friends and neighbors, your castle becomes your prison." Although it is over long, it is basically an amusing fairy tale and should be of interest to primary age and perhaps, intermediate aged children.

WHERE IS DEAD?, (19 minutes) Produced by Life Style Production, Inc. Available through the University of Illinois Library Film Service at a fee of 50¢.

Of all the films reviewed here, this is by far the most moving. It is a realistic drama in which a six year old girl learns to accept the death of her older brother. Not only does it explore the ways in which a young girl copes with death, but it also shows how her parents and grandfather handle their own grief while simultaneously supporting the surviving child. It is extremely well-done and very poignant. It can be used as in-service training for school personnel as well as with children from first grade up.

**TAMARA WASKIN** who reviewed the preceding films received her MSW from Jane Addams School of Social Work. Ms Waskin is employed by the North Suburban Special Education District in Highland Park, Illinois and is also in the private practice of Social Work in Evanston. Ms Waskin has conducted various workshops, worked as a caseworker for the Community Counseling Center of the Salvation Army and has done group work at Hackney Hospital in London, England.

# Jottings

"Peanut Butter and Jelly" Journals . . .

One nice thing about being snowbound occasionally is that it presents "time unscheduled." In one of those periods this winter I picked up the Journal and again was impressed — it's readable. I find that when I'm confronted with pages of statistical data, detailed footnotes and all the other trappings of "scholarly writing" I'm turned off. Not that I'm negating research but I also appreciate a "journal for doers." There are times when I need, most of all, the inspiration of how someone else sees a problem or handles a problem. Then I can "try it for size," and see if it fits.

I had a teacher once who said the best books were the ones that had crumbs in them because that was a sign that they were being read at any opportunity. I just wanted you to know the Journal has a few peanut butter and jelly spots in it.

Dee Yeck

Chief School Social Worker
Tazewell-Mason Counties Special Education Association

ERIC/CAPS Clearinghouse

The Fall 1977 issue of the Journal has been accepted for inclusion in the February 1979 issue of RIE (Research in Education).

NASW Social Work Conference

The sixth NASW Professional Symposium, "Social Work Practice: Direction for the 1980's" will be held November 14-17, 1979 in San Antonio, Texas.

ILLINOIS ASSOCIATION of SCHOOL SOCIAL WORKERS

NINTH ANNUAL CONFERENCE

NOVEMBER 8-10, 1979

O'HARE RAMADA INN
ROSEMONT, ILLINOIS

for further information contact
Barry Burke
501 E. Lincoln
Arlington Heights, IL 60005

# MIDWEST SCHOOL SOCIAL WORKER CONFERENCE 1979

***A Place to Grow with Skills Unlimited***

**September 27-29, 1979** **HILTON INN**
**Des Moines, Iowa**

*For more information contact:*

*JEFF GRIMES, Grimes State Office Building, Des Moines, Iowa 50319.*
*PHONE - 515-281-5437*

# SCHOOL SOCIAL WORK JOURNAL

Box #2072
Northlake, Illinois 60164

I would like to subscribe to the School Social Work Journal.

☐ Enclosed is $6.00 for a one year subscription to begin Fall 1979.

☐ Please bill me at the rate indicated.

Name _____

Address _____

City _____ State _____ Zip _____

7 1

(for non IASSW members)

## SCHOOL SOCIAL WORK JOURNAL

MANUSCRIPTS: Contributions are most welcome and may be submitted to Randy Fisher, School Social Work Journal, P.O. Box #2072, Northlake, Illinois 60164. Include the original and three copies. Dittoed or mimeographed copy is not acceptable. Please attach a vita of approximately seventy words. The author should retain a copy in case of loss through the mail.

Manuscripts will be reviewed anonymously by the editors and members of the Advisory Board. Authors will receive notification of acceptance. Articles not accepted will be returned. Please include a self addressed stamped envelope.

SUGGESTIONS TO CONTRIBUTORS: Articles should not exceed fifteen double spaced typewritten pages and should follow Wiliam G. Campbell, FORM AND STYLE IN THESIS WRITING, third edition. Articles should be applicable to social work in the schools. They may deal with school age children, with school staff, community, and with programs and research.

REPRINTS: Permission for reprinting or republication of articles must be obtained from the Illinois Association of School Social Workers and the author.